



**POLICIES FOR INFORMATION, GUIDANCE AND
COUNSELLING SERVICES**

NATIONAL QUESTIONNAIRE FOR KOREA

FINAL VERSION

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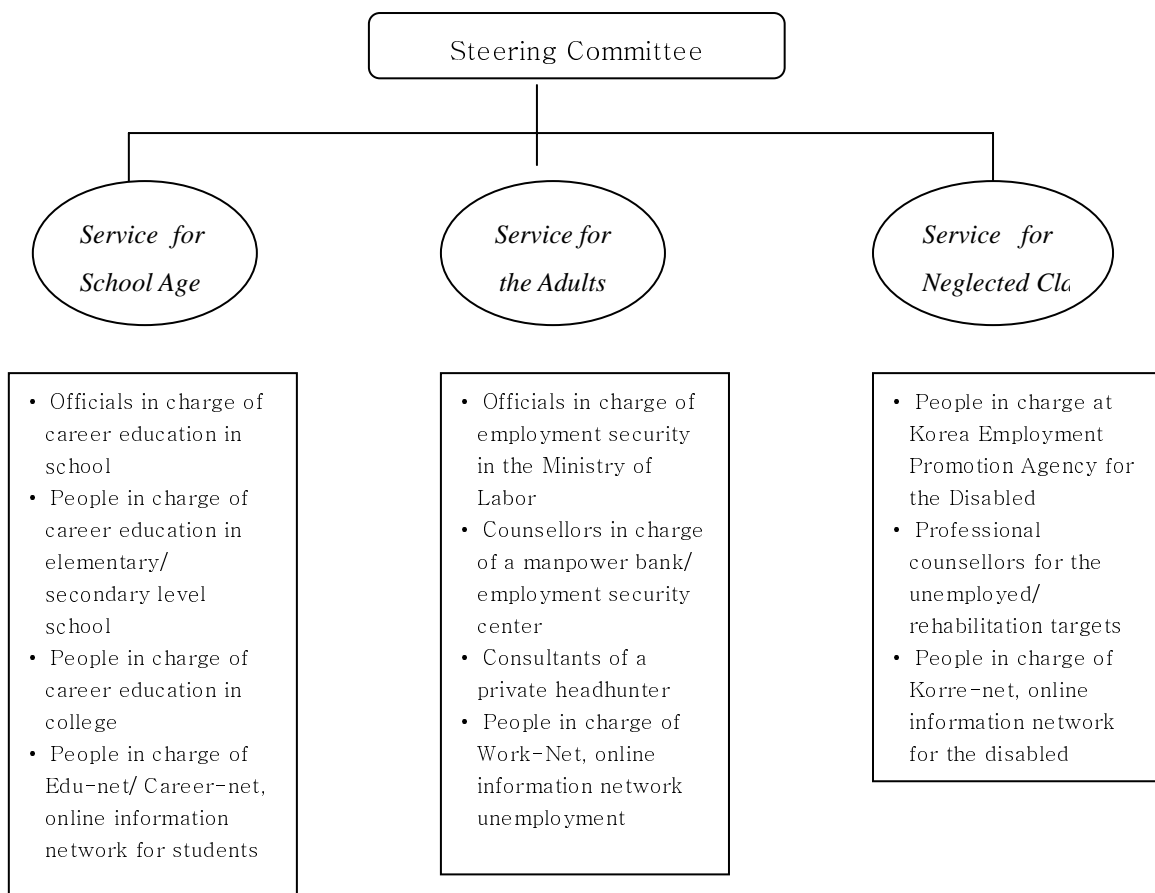
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A. Gathering of Qualitative Data for the National Questionnaire

The qualitative responses for the national questionnaire were drawn up comprehensively from previous researches, business trips, face-to-face interviews with experts and feedbacks from the steering committee of field specialists who can answer to the questions in different fields.

The steering committee mainly consists of field specialists presently in charge of career information, guidance and counselling service in Korea and policy makers of government bureaus concerned. The committee can be classified into largely into three groups - the school age, the adults and the neglected class, and government organizations as well as field experts in charge of career information, guidance and counselling service for each group were selected as shown below.



[The Organization of the Steering Committee]

The steering committee¹ reviewed the primary responses and annexed information provided by this research team and presented individual opinions on the points of modification. This research team went through the process of reexamining and confirming the modification through individual interviews and meetings with the steering committee. In particular, a meeting of the entire steering committee was held on November 14, 2001 with a view of reaching an agreement between the Ministry of Education and Human Resources Development and the Ministry of Labor in answering some of the questions concerning the ministries' policy issues.

During the November meeting, qualitative information as well as expert opinions of the government, school and counsellors were exchanged comprehensively regarding the final responses for the question no. 1~6 and no. 7~12, so that it became the groundwork in preparing the final response. The meeting also helped to increase the reliability of the responses since it integrated various aspects of opinions into a national policy issue and helped to form an agreement.

B. Overview after National questionnaire

The need for career education on a school-level in Korea was first brought forward due to the educational administration's problem concerning the high school students who have failed the college entrance exam and are preparing for another chance to enter college, which was pointed out during the President's new year inspection tour in 1976. The actual research activities regarding career education and career guidance began in 1982 with the Korea Educational Development Institute's publication of related reports, which was supported by UNICEF.

The problem concerning mass unemployment following the foreign currency crisis in 1997 presented the necessity for career guidance and counselling service for the adults presently provided by the Public Employment Security Center. Since then, career guidance and counselling service for adults has seen quantitative expansion with 168 public employment

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Service for the Adults: Chang-Gil Lee (Employment Management Division, Ministry of Labor), Woo-Yong Kim (Director of Career Guidance, Work Information Center of Human Resources Development Service of Korea), Keun Kim (Director of Talent Development Center, Korea Employers Federation), Seung-Koo Lee (Professional counsellor, Labor Office of the Kyungin District)

Service for the neglected class: Seung-soon Yim (Division for the Employment Promotion of the Disabled, Ministry of Labor), Eun-Ah Kim (Research Center of Korea Employment Promotion Agency for the Disabled) Young-Sook Yoon (Director, Kyonggi Women's Development Center)

security centers and seven manpower banks today; however, its effectiveness remains much doubtful due to the problems regarding the quality of counselling service, the expertise of counsellors and employment security, among others.

The present career education (career guidance) within the Korean school system has shown development in three different roles- career education (extracurricular activity) within the school curriculum, school activities guidance, and guidance in advancing to higher education or in employment. And with the implementation of 7th School Curriculum, courses in “employment and career” are now included in school curriculum. In spite of such development, there have been varying opinions on the expansion of career education in Korea. On one hand, the disparity between the western career development theory and the Korean educational system in practice is indicated as a problem; while on the other hand, there is the opinion that Korea’s career education (career guidance) was hindered from making any substantial development because the outdated school system- that is, uniform education focused on “the preparation for college entrance exam”- damaged the fundamental meaning of career education itself.

There has been much effort to reduce the disparity between the theoretical emphasis of career education and the reality of “preparation for college entrance exam”-oriented education. For example, there are researches and projects conducted by Career Development Center of Korea Research Institute for Vocational Education and Training, symposiums and policy conferences. Through such process, it gradually becomes clearer that an individual of the knowledge information age is required to continually enhance his/her competence to manage and perform his/her career according to his/her own life goal. Only then can a nation or a company improve its competitiveness based on such human resources. Therefore, the significance of career education (career guidance) within the school system is being emphasized, because it is a national demand as well as a support to an individual’s career goal.

However, on examining the function and role of career education which supports an individual’s career development within the bounds of lifelong learning, the career guidance within the present educational system that focuses on “preparation for college entrance exam” is divided into two areas of guidance for advancing to higher education and for employment. Also, school activities guidance is differentiated from career education in practice as a separate field.

As for the programs and activities of career education provided by the school system, psychological tests, such as aptitude tests, or the delivery of information on occupation/higher education/employment is regarded as its main point due to the decreasing support in manpower, and material/financial aid. Hence, it is no exaggeration to say that career education (career guidance) based on the development of behavioral competence regarding the actual lifelong career development of students and its evaluation has resulted in a failure.

Furthermore, Korea’s history of career education, career guidance and counselling is short compared to the other European and North American countries of OECD, and there is a basic tendency among

the Korean people to cover their own problem and to solve it on a personal level (unofficial source of information, such as family or friends) instead of sharing it with others to find a solution.

As a result, the history of career information and guidance service as well as its quality in Korea may fall behind greatly from that of the other OECD countries, due to the above mentioned educational features characteristic of Korea, such as “preparation for college entrance exam”-oriented school system, and the low tendency to share one’s own career concerns with a school teacher or a professional counselling institute.

Nevertheless, due to the rapid development of information and communication technology, frequent changes in the vocational world, and the increase in personal demand for career transition, the present age of “lifelong learning” demands more prompt, more reliable and more accurate high-quality career information and guidance service, and its latent demand is expected to gradually increase.

After considering all the responses to the national questionnaire on Korea’s career information, guidance and counselling service, Korea’s career guidance service shows little effort among the policy makers, field participants and research institutes to guarantee and improve its “access to all the people” and “quality.” Therefore, in order to provide high-quality service so as to satisfy one’s demand for career development, there requires a system that can survey and evaluate career guidance service performance of each unit’s school and public employment security center. First of all, surveying and evaluating service performance to assure the quality of career guidance service needs to be conducted within the legal and institutional framework. And then, expertise in career instructor, career counsellor and vocational training counsellor at public employment security center, who provide career information, guidance and counselling service, needs to be reinforced. Therefore, a career expert needs to provide an opportunity to continually develop one’s own competence, and the present poor- quality employment security and its improvement measures need to be promoted as the main policy tasks.

In addition, balance should be reached between career information, guidance and counselling services for the non-disabled and the disabled. It is also significant to reinforce the administration system of career information, guidance and counselling service especially for the vulnerable class, to expand its government support, and to distribute appropriate roles to employers, regional institutions of trade unions and private institutions in order to achieve high-quality career information, guidance and counselling service. An inauguration and administration of a consortium is also necessary

As a participating country, Korea needs to translate the questionnaire responses into English, to prepare for the national visit, and to distribute the results to domestic policy makers and experts concerned. There still remains the task of introducing career information, guidance and counselling service in Korea during the international meeting scheduled by the OECD secretariat, and comparing the examples of other participating countries in order to expand opportunities within the system so that the role of career information, guidance and counselling service can promote lifelong learning and be realized as an active instrument of the labor market policy.

1. OVERVIEW

Here we would like a brief overview of arrangements for information, guidance and counselling services in your country.

- 1.1 Please provide a brief (no more than one page) overview of national arrangements for career information, guidance and counselling services in your country.
- ◆ On a national level, the Ministry of Education & Human Resources Development and the Ministry of Labor are the principal providers of career information, guidance and counseling services. The Ministry of Education & Human Resources Development provides career guidance and counselling services in educational institutions within the school system mostly for young people, while the Ministry of Labor provides career information and counselling services mostly for adults. <Cf. Annex Q-1 >
 - ◆ Within the Ministry of Education & Human Resources Development, School Policy Office, Policy Coordination Division I, Vocational Education Policy Division and University Administrative Affairs Division are in charge of the provision of career information, guidance and counselling. Also, 16 provincial offices of education under the Ministry are responsible for substantial guidance activities. Each provincial office has separate staff in charge of elementary and secondary education as well as career guidance research and program development. In particular, Career Education Department of Seoul Education and Science Research Institute is responsible for researches on career guidance, and it develops guidance programs, collects related information and distributes them to the schools.
 - ◆ As for the Ministry of Labor, information, guidance and counselling services are targeted mostly on the adults, including the unemployed, the disabled, females and the aged. Under the Ministry's General Employment Officer of the Employment Policy Office, there exist Employment Policy Division, Employment Management Division, Division for the Employment of the Disabled, Unemployment Taskforce and High Academic Background Task Team. Also under the Women Worker's Bureau, there are Women Workers' Policy Division and Women Workers' Employment Support Division. In addition, the Ministry has 46 regional labor offices, 168 employment security centers, 16 daily job centers and seven manpower banks, which provide employment information, career guidance and counselling on employment insurance and vocational training.
 - ◆ Other national institutions providing such services include Ministry of Culture & Tourism, Ministry of Gender Equality, Small and Medium Business Administration, Human Resources Development Service of Korea, Korea Employment Promotion Agency for the Disabled, Korean Research Institute for Vocational Education & Training (KRIVET) and Korea Labor Institute. There also exist specialized centers within those institutions, such as Career Development Center of KRIVET, Employment Research Center of Korea Labor Institute, Work Information Center of

Human Resources Development Service of Korea and Employment Development Institute of Korea Employment Promotion Agency for the Disabled.

2. KEY GOALS, INFLUENCES, ISSUES AND INITIATIVES

Here we would like you to provide information about the broad goals for information, guidance and counselling services, about the influences that are shaping these services, about the key issues in their organisation, management and delivery, and about important recent initiatives.

2.1 What are the key objectives and goals of national policies for information, guidance and counselling services in your country? Please describe differences in objectives and goals that might exist between Ministries. Where a legislative basis exists for these objectives and goals, please provide details.

◆ The key objective of the Ministry of Education & Human Resources Development is the national human resources development based on the knowledge information society of the 21-century. That is, the chief goal of providing career information, guidance and counselling services in schools is to develop national human resources which can support the school-to-work transition².

◆ As for the Ministry of Labor, the key objective of its policies is Public Employment Service, which is to provide employment information and occupation/career guidance to the Korean people.

2.2 What are the major social, educational and labour market influences that are currently shaping national policies for information, guidance and counselling services?

◆ One of the major social influences is the foreign exchange crisis of 1997, which triggered inevitable organizational restructurings that led to mass unemployment crisis. This placed a new emphasis on the concept of “lifelong career” instead of “lifelong job (which signifies working for the same company until the retirement age)” and became a turning point for the workers in realizing the significance of preparing for “career transition.” Thus, a more favorable attitude prevailed toward so-called “secure jobs” - such as teachers - as the priority standard for choosing a career instead of personally more risky and challenging jobs³. As an aggressive

² “National Human Resources Development Policy Report to Lead 21-Century Knowledge-based Nation,” Presidential Commission on Education & Human Resource Policy (PCEHRP), 29 June 2001.

³ Byung Sook Kim, et al, “Report on the Korean People’s Professionalism,” Korea Research Institute for Vocational Education and Training (KRIVET), 1998.

Sang Keun Han, et al, “Study on High School Students’ Career Choice,” KRIVET, 2001.

measure against the unemployment crisis, the Korean government focused on Employment Security Policy, which resulted in the expansion of Public Employment Service institutions and thus an improvement in Korea's infrastructure of employment security in terms of quantity.

- ◆ Then, there is the unemployment of young people with high academic backgrounds. Since the unemployment of college graduates signifies failure in making their transition to the labor market at a point of what should be the beginning of their career, it is these young people with high academic backgrounds who feel the utmost impact of the unemployment problem. Therefore, a government policy is required for promoting a systematic career guidance service that can foster career development competency so as to prevent the limitation of employment opportunities and to restrain long-term unemployment.
- ◆ Other major influences include long-term unemployment, the change of title from the Ministry of Education to the Ministry of Education and Human Resources and the enforcement of “productive welfare” policy for the social integration of the vulnerable class. With the change of title to the Ministry of Education and Human Resources in 2001, the Ministry has been promoting various programs on national human resources development, and such support on a government level emphasizes the significance of career information, guidance and counselling service intervention. Meanwhile, the “productive welfare” policy secures basic livelihood of the vulnerable class in order for them to maintain human dignity and pride, while at the same time expanding opportunities for them to participate in independent socio-economic activities and to recover from structural poverty.

2.3 What are the most important issues facing policy makers in your country in the organization, management and delivery of information, guidance and counselling services?

The most important issues at hand are the following seven:

- ◆ Establishment of legal bases and basic plans for implementation
 - Need to establish specific laws and regulations regarding the organizing, steering and delivering of information, guidance and counselling services to school students, and to set up guidelines for stipulating concepts and subordinates as well as for drawing up work manuals
 - In order to realize the “productive welfare society” policy, need to establish regulations for lasting employment security for early retired workers, irregular workers, the vulnerable class, long-term unemployed people and workers who suffered industrial accidents, as well as regulations for system (information, guidance and counselling service) improvement
- ◆ System improvement of the Employment Security Project⁴ and reinforcement of its operation

⁴ Employment Security Project is one of the three Employment Insurance Projects. It has played a major role in

- Reinforce working conditions to protect irregular workers, for example contract labor and short-time labor
- Expand insurance coverage for industrial accidents to businesses with less than five people, establish rehabilitation service system for workers who suffered accidents, and revise industrial accident insurance service based on the needs of the entrepreneur and the workers
- Revise regulations and induce improvement measures
- Induce active participation of enterprises in order to create job opportunities
- Improve the differentiation system of counselling duties
- Draw up and manage individual training plan
- Develop and expand intervention programs, such as vocational training, career selection, effective job seeking activity, job adjustment and post-retirement plan
- Acquire accuracy, impartiality and reliability for information registered in Work-net,⁵ the on-line employment security information network <Cf. Annex Q2-5>

◆ Provision of employment security and career development opportunities for the counsellors of public employment services, who deliver information and counselling services to clients

◆ Establishment of a joint organization of the Ministry of Labor, Ministry of Health & Welfare and the Ministry of Education and Human Resources in order to share the career information and guidance duty for the disabled

◆ Assignment of a career guidance teacher for each school and grade

◆ Development of a career guidance program for each school according to the 7th School Curriculum

◆ Promotion of plans to publish “Career World in the Future” every two years beginning in 2002 so as to establish the general information service system on manpower supply, which would collect and deliver information related to the labor market and the education market on a central level (Ministry of Education and Human Resources)

2.4 Please describe any recent (last five years) initiatives and changes that are of particular significance for the organisation, management, funding, staffing, or delivery of information, guidance and counselling services.

◆ The opening of Career Development Center with the foundation of Korea Research Institute for

preventing unemployment and in reemploying the unemployed by supporting employment adjustments in enterprises during the foreign exchange crisis. It also promotes employment of the vulnerable class, such as the aged and women.

Vocational Education and Training (KRIVET)

: On March 27, 1997, “Korea Research Institute for Vocational Education and Training Act” was promulgated⁶ and KRIVET was founded with views to practice vocational education training for diverse groups and to conduct researches on policy development. The institute set up Career Development Center so as to systematically provide and expand career information, guidance and counselling services. The center opened its pilot center on Aug. 25, 1999 financed by the Ministry of Education, and it is in charge of the management and administration of CareerNet, the online information and guidance network <Cf. Annex Q2-5>. Other services provided by the Career Development Center include researches on career guidance-related policies, the development of guidance programs by stage and by class, the development and distribution of psychological test instruments for guidance, professional work force training for career guidance, and on/offline counselling for parents, students and adults.

- ◆ Periodical publication of “Korean Job Future” and “Job Dictionary” by the Work Information Center of Human Resources Development Service of Korea⁷

: “Korean Job Future” provides information on some 200 occupations, which acts as a guidebook in choosing one’s career and gives outlook on occupations based on the social changes expected in five years. And “Job Dictionary” systematically classifies and describes in detail the type and the context of works done in various occupations.

- ◆ Expansion of online service on job placement and employment information with the opening of “Work-net” in April of 1999

: Work-net is Korea’s first employment security information network administered by the Korea Human Resources Development Service’s Work Information Center under the Ministry of Labor. It is the largest online system to provide job search information and counselling services in Korea

- ◆ According to Sub-section 2 of Article 13 of the Enforcement Decree of the National Basic Livelihood Security Act in 2001, recipients with the ability to self-support have been provided with career information, guidance and counselling services such as job search information and vocational training in order to enhance their employment ability.

- ◆ Article 14 of the Enforcement Decree of the Promotion of Employment and Vocational

⁵ Ji Yeon Lee, “Vocational Training Counsellor’s Manual,” KRIVET, 2001.

⁶ KRIVET, Korea’s Centennial History of Vocational Education and Training (1999).

⁷ The Work Information Center (originally National Employment Security Office established in 1979 under the Ministry of Labor) provides adults with job information through the publication of “Job Dictionary (first edition)” in 1986, “Job Dictionary (second edition)” in 1995, “Job Dictionary (third edition expected)” in 2002 and the first edition of “Job Future” in 1999 (www.work.go.kr).

Rehabilitation of Disabled Persons Act prescribes support for employment guidance according to the type and the degree of disabilities.

3. POLICY INSTRUMENTS FOR STERRING SERVICES

Here we wish to know about the key policy instruments that are used to steer information, guidance and counselling services, and about how policy goals are translated into service delivery.

3.1 How important is legislation in steering information, guidance and counselling services in your country? Please briefly describe the main pieces of legislation that directly affect information, guidance and counselling services. More complete details and examples can be provided in an Annex.

◆ In Korea, there are not many systematic laws describing in detail the necessity of career information, guidance and counselling services and providing specific regulations. Only parts of legal and organizational items can be inferred by the education and training acts drawn up by the Ministry of Education & Human Resources and the Ministry of Labor.

◆ Under the **Elementary and Secondary Education Act**, students' school life record book can be used as the basic data for career guidance.

◆ **Industrial Education Promotion Act** states that the national and the local governments must establish and enforce students' career guidance policies.

◆ **Vocational Education and Training Promotion Act** states that "All people should be offered diverse vocational education and training opportunities according to talent and aptitude, and the State must establish and enforce a basic plan for vocational education and training."

◆ **Employment Policy Act** regulates that the State should establish and enforce policies concerning job introduction, career guidance, employment information, vocational training, unemployment prevention, employment security, employment insurance and promotion of employment of the aged and the disabled.

◆ **Employment Security Act** prescribes it as the government's duty to control labor work force's supply and demand, to control employment information, to support vocational training, to provide job search information and to gather workers.

- ◆ **Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act <cf. Annex Q3-1>, the Aged Employment Promotion Act, and the National Basic Livelihood Security Act** stipulate the provision of job information and education/ training opportunities, and the guarantee of vocational life for specific groups.

3.2 What other instruments are normally used for the political steering of information, guidance and counselling services and to monitor implementation?

The instruments used for the political steering and for supervising the control of information, guidance and counselling services can be examined in two aspects: Public Employment Service and Education System.

- ◆ For Public Employment Service, the instruments used are the research outcomes related to national policy research centers⁸, the opinions of persons in charge at regional offices, the study sessions of persons in charge of employment security, various forums, seminars and conferences to expand Public Employment Service and the quarterly “employment rate” surveyed by each public employment service center.

- ◆ As for the Education System, they include the training of career guidance teachers of elementary and secondary levels, regular seminars, forums and conferences held at Korean University Education Conference and head conferences of university’s employment offices, and research outcomes related to career education of national policy research centers. Also, guidance programs and information needed in schools are exchanged through “Career Education Association” and other guidance-related seminars, where opinions of policy makers are heard and the outcomes are reflected.

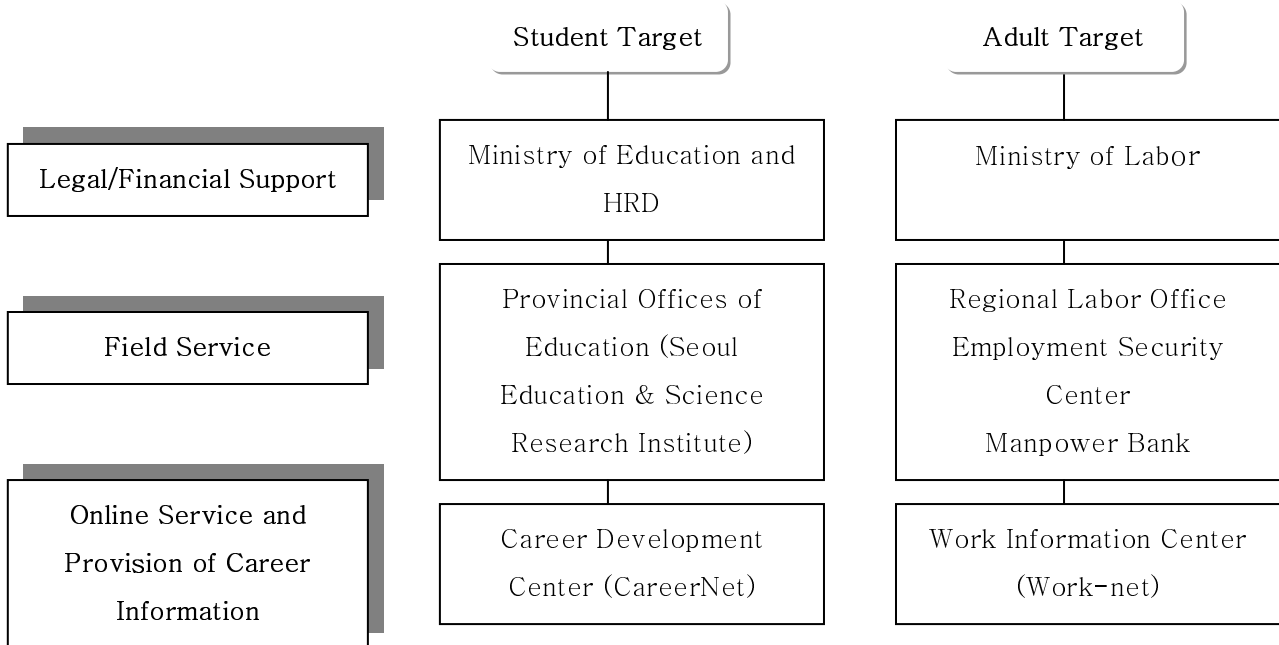
3.3 Please describe how government regulation, funding and provision of information, guidance and counselling services are related to one another. Is the same (government) body typically responsible for all three, or are they carried out by separate agencies?

- ◆ In practice, the Ministry of Education & Human Resources and the Ministry of Labor are the main government bodies responsible for regulation, funding and provision of information, guidance and counselling services. Meanwhile, schools under the supervision of provincial offices of education are responsible for providing such services to schools. As institutions for the unemployed and for the job seekers and job providers, there exist regional labor offices, employment security centers and manpower banks. There are also online services, such as CareerNet (run by Career Development Center of KRIVET) and Work-net (run by Work

⁸ “Employment Insurance Research Project of KRIVET, “ Korea Labor Institute, et al.

Information Center of Human Resources Development Service of Korea under the Ministry of Labor).

[Categorization of Government’s Role in Career Information, Guidance and Counselling Service]



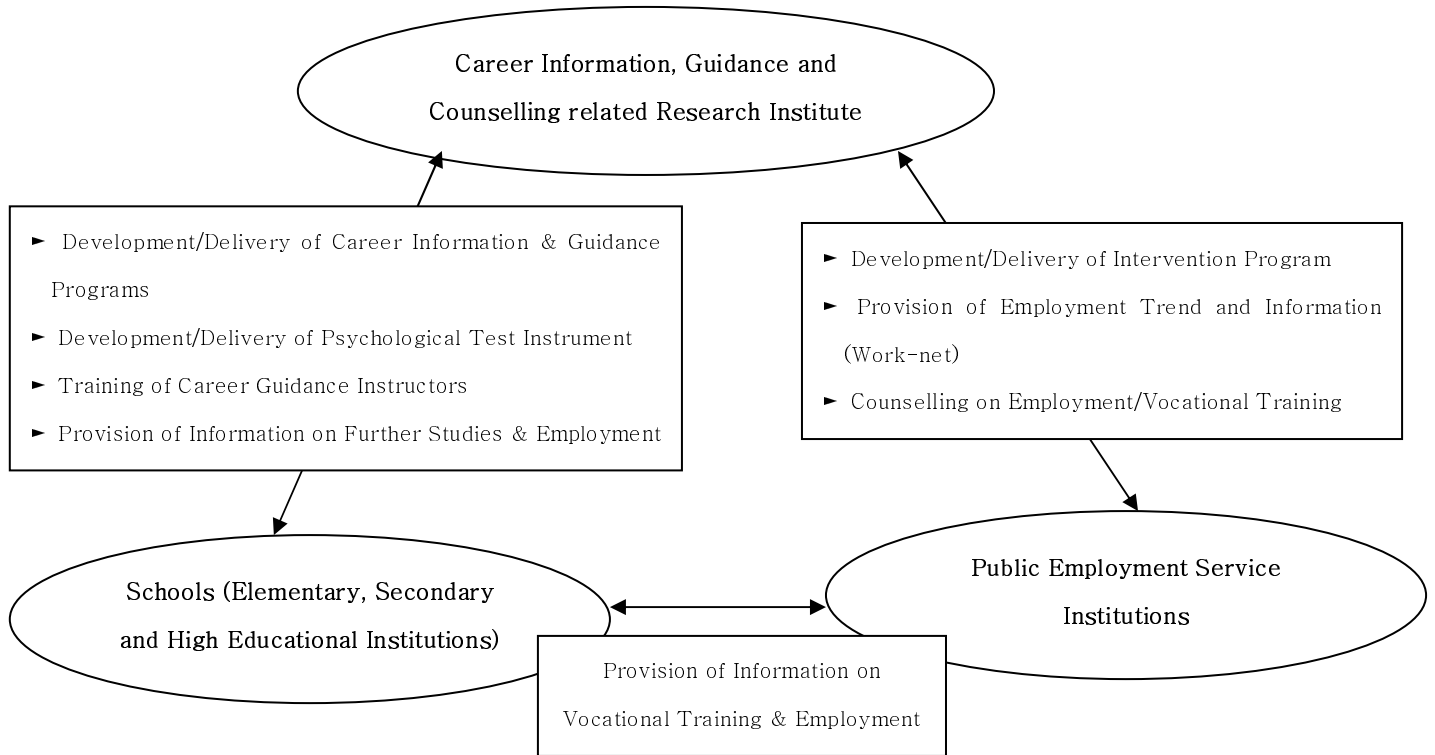
- ◆ Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act (the Act wholly revised on Jan. 12, 2000 by Act No. 6166) <Cf. Annex Q3-3>
 - Article 59 (Establishment of Fund for Employment Promotion and Vocational Rehabilitation of the Disabled)
 - Article 60 (Resources of the Fund)
 - Article 61 (Use of the Fund)

3.4 What mechanisms, if any, exist for coordinating information, guidance and counselling services: between different Ministries; between different levels of government; between governments and other parties such as employers, trade unions, the private sector, and community groups; between services for youth and for adults; and between the different agencies that provide services? What barriers exist to co-ordination of services and to networking among providers?

- ◆ Presently, there is no organization available in charge of coordinating information, guidance and counselling services in Korea. However, a national policy research center conducting relative studies organizes and administers conferences with the guidance teachers of elementary, junior high and high schools, public employment service counsellors and other national policy research centers conducting similar studies. Such conferences are aimed at examining problems within

related policies and drawing the countermeasures.

[Network model for adjusting career information, guidance and counselling services]



- ◆ There is no specific mechanism for coordinating information, guidance and counselling services for the disabled; however, there are laws specifying which institutions to be in charge of providing such services.

3.5 What barriers exist to co-ordination of services and to networking among providers?

- ◆ The following are the existing barriers within the networking process among the service providers in Korea:
 - No functions to enhance effectiveness in conducting impartial policy evaluations and in carrying out a rigid budget to restrain inequality among departments, competition to acquire the budget, and bureaucracy within the government.
 - Education policies which are bureaucratic, supplier-oriented and uniform; Insufficient introduction of self-regulation, diversity and market system in public education
 - Setbacks in continuous work due to the frequent personnel transfers of government employees

in charge of career guidance (employment security), thus setbacks in policy plans and enforcement due to the lack of specialty in the same field

- ◆ Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act (the Act wholly revised on Jan. 12, 2000 by Act No. 6166) requires the Ministry of Labor and the Ministry of Health & Welfare to conduct guidance works together concerning the disabled, which in practice poses **problems concerning the integration and continuity of the service provided as well as the overlapping functions and roles.**

4. THE ROLES OF THE STAKEHOLDERS

Here we wish to know about the roles played some key stakeholders other than government Ministries -- such as employer organisations and trade unions -- in information, guidance and counselling services.

4.1 What role do employer organisations play in regulating or funding information, guidance and counselling services?

- ◆ Some examples of employer organizations in Korea are Korea Employers Federation, the Federation of Korean Industries, Korea Chamber of Commerce and Industry, Korea International Trade Association, and Korea Federation of Small Business. Among these, Korea Employers Federation, the Federation of Korean Industries and Korea Chamber of Commerce and Industry provide information and counselling services restricted to labor-management relations. Therefore, information, guidance and counselling services by these employer organizations are very limited.

- ◆ As for the disabled, Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act (the Act wholly revised on Jan. 12, 2000 by Act No. 6166) specifically regulates employment measures for the disabled⁹.

4.2 What initiatives do employer organisations take to help provide information, guidance and counselling services?

⁹ Article 25 (Establishment, etc., of Plan of Hiring Disabled Persons by Employers)

- (1) The Minister of Labor may order employers to prepare and submit a plan of hiring the disabled and its implementation status as prescribed by the Presidential Decree.
- (2) The Minister of Labor may order, if the plan pursuant to paragraph (1) is deemed inappropriate, an employer concerned to change the plan.
- (3) The Minister of Labor may, when an employer pursuant to paragraph (1) of Article 24 is considerably poor in establishing a plan of hiring disabled persons or meeting the hiring obligation without due reasons, publicize the

- ◆ The Labor Dispute Mediation Committee, consisting of the trade union, employer federation and the government, drew up a basic agreement in which Chapter 3 “Employment Security and Countermeasures against Unemployment” discusses eight points including reinforcing job search and expanding vocational training¹⁰.
- ◆ Korea Employers Federation provides job search information services at its branch office in each region.
- ◆ The Federation of Korean Industries operates Human Resources Committee, and it also has Employment Welfare Team, which seems to be involved in employment welfare and human resources adjustment of each company. However, specific activity is unknown.
- ◆ The Employment Expositions for the Disabled, held by the Korea Employment Promotion Agency for the Disabled or the Ministry of Labor, provide job search information and counselling services with the participation of the employers. However, these events are not held according to an annual enforcement ordinance.

4.3 Does employer involvement in information, guidance and counselling services tend to be:

Rarely	Occasionally	Periodically		
1	②	3	4	5

Local (Occasionally national)	Mostly local	Half & Half (Occasionally local)	Mostly national	National
1	②	3	4	5

- ◆ Employer’s involvement tends to be seldom and mostly local. Some employers are active in career-related services, but most have little interest in career development and career transition of their employees as well as in providing job information and counselling. However, the services tend to vary depending on the size of the organization. Usually, large enterprises offer extensive support for employee’s career experience development, but small businesses have limited or no system to provide such services.

4.4 Do trade unions play a role in regulating or funding information, guidance and counselling services?

fact.
¹⁰ Labor White Paper 2001 (Ministry of Labor) 90-92.

- ◆ There are two central organizations of trade unions in Korea, which are the Korean Federation of Trade Unions and the Federation of Korean Trade Unions, and under their management are the individual trade unions in industries and enterprises. In general, these trade unions focus more on the improvement of the workers' welfare rather than their career development and career transition. Meanwhile, both central organizations run employment security centers funded by trade union membership fees that are collected and managed by the headquarters.

4.5 What initiatives do trade unions take in providing information, guidance and counselling services?

- ◆ In order to secure employment welfare for the workers, the Korean Federation of Trade Unions set up and operates employment security centers in its central institution as well as in its subordinate trade union institutions (press, construction, metal, finance and etc). By region, the centers operate in Seoul, Chonbuk, Masan, Changwon, Busan, Ulsan, Kwangju and Chonnam. Also, the federation set up a nation-wide campaign headquarters in May of 1998 with the participation of 55 trade union organizations in order to deal with employment, measures against unemployment, conglomerate reforms and countermeasures against the foreign exchange crisis.

- ◆ The Federation of Korean Trade Unions provides information, guidance and counselling services by operating Women's Culture Bureau, Counselling Bureau and the Center for Employment Equality. In particular, the Women's Culture Bureau and the Center for Employment Equality deal with discrimination in employment and legal problems, and support women's participations in socio-economic activities. Counselling services in the Counselling Bureau also include cases related to career development and career transition.

4.6 Does trade union involvement in information, guidance and counselling services tend to be:

Rarely	Occasionally	Periodically		
1	②	3	4	5

Local (Occasionally national)	Mostly local	Half & Half (Occasionally local)	Mostly national	National
1	②	3	4	5

- ◆ Trade unions tend to focus mostly on the matters concerning the welfare of union members. Therefore, specific services for an individual worker's career development are wanting at present. Instead, the union activities are concentrated on issues related to the working environment such as unfair discharge from work, employment insecurity and violation of human

rights of the workers.

- ◆ Trade unions have a pan-national network while the employment security centers and counselling centers are set up in each regional unit. Therefore, the trade unions have access to both national and local information regarding employment. Meanwhile, most of their counselling services deal with problems related to discrimination in women's employment, unfair discharges and wages.

4.7 Please describe ways in which policies encourage other stakeholders -- such as parents, associations of students, alumni, community organisations, educational institutions or the end-users of services -- to play a role in information, guidance and counselling services.

- ◆ Parent associations, women associations, student associations and alumni offer information, guidance and counselling services of their own.

- Parent associations across the nation, such as Korean Federation of Housewives Clubs, National Council of Homemaker's Classes and Korean National Mothers' Association, operate counselling centers for women, children and the aged, job search centers, house for working women, and conducts reeducation as well as training education for the unemployed.
- Women associations, "Women's Clubhouse" and "House of Working Women" of each local government provide job information to support women's employment and also administer vocational training programs to help develop women's employment skills. One of such associations is Kyonggi Women's Development Center¹¹, which supports social involvement by women in Kyonggi Province by offering education in specialized fields and technology as well as education for job improvement. It also set up a general information network for Kyonggi women to encourage information exchanges regarding women. <Cf. Annex Q4-7>
- Graduation Preparation Committee of colleges and universities is students-administrated organization, which holds job fairs and job briefing sessions for graduates-to-be, provides resources and information regarding employment and conducts personality/ aptitude tests to students. Recently, Graduation Preparation Committees in colleges nationwide formed a federation to provide systematic information, guidance and counselling services in preparing for employment.
- In secondary level schools, study and employment paths of alumni are studied and introduced to the students to help their decisions. There are also cases where alumni are invited to their schools to share with the students their know-how in preparing for further education or employment. Compared to that of the secondary level, roles of alumni in colleges are far more emphasized, and alumni's career paths and effective job search experiences are used as the main guidance source. As a matter of fact, the group to have the greatest influence over college students as their counselling and information source turned

¹¹ Kyonggi Women's Development Center (<http://www.womenpro.kyonggi.kr/>).

out to be senior students of the same major and graduated alumni¹².

5. TARGETING AND ACCESS

Here we want to know about priorities for access to information, guidance and counselling services. This section also asks about how services are provided for adults.

5.1 Please describe any priorities or target groups for information, guidance and counselling services, including how priority needs are established.

◆ There is no law regulating priorities for access to information, guidance and counselling services in Korea. Meanwhile, priorities in the vocational competency development training are as follows.

◆ There are four basic principles of vocational competency development training according to the Vocational Training Promotion Act. First, vocational competency development training shall be conducted in stages and in a systematic way throughout a worker's entire career, taking into account the hopes, aptitude, and abilities of the individual worker. Second, vocational competency development training shall be implemented in such a manner that the voluntary and creative aspects of the private sector, such as enterprises, are fully respected, and equal opportunity for workers' vocational competency development training is guaranteed. Third, vocational competency development training shall be conducted in a close relation to formal school education as prescribed by acts related to education and to the industrial community. Finally, vocational competency development training shall be considered important, especially for people referred to in the following subparagraphs:

1. the aged, the disabled, the beneficiaries of the National Basic Livelihood Security Law, and youths who do not advance to higher learning <Amended by Act No. 6455, Mar. 28, 2001>
2. national patriots (including bereaved families) and persons who have been or will be discharged from military service;
3. female workers; and
4. workers in small-and medium-size enterprises and production workers in the manufacturing industry.

◆ Also, priorities in the Ministries can be inferred since each Ministry shows a different service target group. For example, the target group of the Ministry of Education & Human Resources is the student body in each school institute, while that of the Ministry of Labor is the adults who

¹² Ji Yeon Lee, "Career Guidance at a Higher Education Level in Korea," (2001): 46.

are unemployed and seeking for jobs. The Ministry of Labor prescribes the significance of the aged, the disabled, women, those able to self-support, youths who do not advance to higher learning, national patriots and persons who have been discharged from military service by providing separate laws and specialized services. The Ministry of Culture & Tourism offers counselling services to youths, and manages 16 metropolitan and regional general counselling offices and 78 youth counselling offices. The Ministry of Gender Equality operates 48 female workers development centers nationwide <Cf. Annex Q5-1>.

- ◆ There is no priority set aside for the disabled. However, employers of national and regional organizations and enterprises must hire a certain percentage of disabled workers according to the Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act. Unfortunately, the delivery of career information, guidance and counselling services to the disabled is still very limited, because such provision is not being observed by most.

5.2 How are any such priorities or targets expressed?

- ◆ Laws and regulations providing priorities to certain groups are Article 10 of the Vocational Education and Training Promotion Act, Article 3 Sub-section 4 of the Vocational Training Promotion Act and the Basic Employment Policy Act. Such priorities or targets are expressed as follows:

- 1) The aged: In order to promote employment, the current law defines the aged to be those aged 55 and more, taking into consideration the compositions of the population and the employed (Definition by the Ministry of Labor).
- 2) The disabled: The disabled means those who because of physical or mental challenge are subject to considerable restriction in their working life for a long time (Article 2). Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act prescribes that the state must strive for the employment promotion and vocational rehabilitation of the disabled in order that they may live a decent life through working life suited to their ability (Article 1)¹³.

¹³ Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act
Article 3 (Duties of the National and Local Governments)

- ① The national and local governments shall, in a bid to enhance understanding of employers and the general public concerning employment promotion and vocational rehabilitation of the disabled, implement continuously the activities of education, publicity, and employment promotion movements for the disabled.
- ② The national and local governments shall take measures for vocational rehabilitation in consideration of support to employers, the disabled and other related persons and the characteristics of the disabled, and also carry out comprehensive and effective policies in a bid to promote employment of the disabled. In this case, the emphasis shall be placed on employment promotion and vocational rehabilitation of the severely disabled and the women disabled.

Article 4 (Duties of Employers)

- ① Employers shall, with respect to employment of the disabled, cooperate with the policy of the governments, offer them employment opportunities based on fair evaluation of abilities of the disabled and carry out proper employment management.
- ② Employers shall not discriminate against the disabled on the grounds of their being the disabled, in personnel

- 3) The recipients of Livelihood Protection System: According to the National Basic Livelihood Security Act, the recipients are those who do not have supporters or those who have supporters but cannot receive support from them, and who earn less than the minimum cost of living (Article 2). The objective of the system is to secure basic livelihood protection for the low-income class and to provide self-support aid (Article 1), and the subjects for self-reliance support program are provided with job search information, vocational training, opportunities to participate in joint projects for self-support and financing for self-reliance fund (Article 15).
- 4) Youths who do not advance to higher learning: They are youths who are currently not enrolled as high school students or those who graduated high schools but do not advance to higher learning.
- 5) National patriots: They are the subjects of employment protection according to the Act Relating to Privilege and Protection for National Patriots Article 29.
- 6) Persons who have been discharged from military service or those who will be discharged in one year
- 7) Women: They are the unemployed women who head a family according to the Mother and Child Welfare Act Article 4 prescribed by the Ministry of Health and Welfare. Some examples are woman whose spouse's death is unknown, woman who left home due to discords with the spouse of the spouse's family and woman who cannot receive support from her spouse because he lives abroad or because he is serving a long prison term.
- 8) Production workers in small businesses or the manufacturing industry

5.3 Where such priorities exist, what active steps are taken to ensure that access to services is possible for target groups?

◆ For middle and high school students, youths who do not advance to higher learning and the university students, “Honorary Career Counsellor” system and “Career Guidance Model School” system have been implemented¹⁴. “Honorary Career Counsellor” offers guidance in choosing career paths suitable for their aptitude and interest. Career guidance model schools have been designated and operated in middle and high schools and universities of 46 regions across the nation, where the counsellors conduct vocational psychological tests and offer career guidance according to the results, provide lectures and information on occupations, give group and individual counselling and introduce guidance duties to teachers in charge of career counselling.

◆ As for adults and job seekers who have difficulty visiting employment security centers, Work-

management such as in recruitment, promotion, transfer, education and training.

¹⁴ Cf. <http://www.work.go.kr>.

net of the Ministry of Labor provides “Remote Career Counselling” services. This is done via Internet by selecting a region and a subject for counselling, then choosing a professional counsellor of that region and sending e-mail. Subjects offered by this counselling service are domestic/overseas employment, vocational training, employment information, psychological test and career guidance.

- ◆ For women, there are institutions for providing information, guidance and counselling services for women, such as Kyonggi Women’s Development Center, which is a special institute for women’s education, welfare, information, career counselling services, and business start-up. Other activities of the center include setting up database on various information regarding women, expanding networks of associated organizations and publishing every two weeks “WoORI,” Kyonggi women’s information webzine.

- ◆ Korea Rehabilitation Network¹⁵ is the general information network providing rehabilitation and job information for the disabled. It explains government policies and administration guides for the disabled, offers supports to the employers of disabled workers and job search institutes, provides financial support for starting a new business and provides job search information for the disabled. <Cf. Annex Q5-3>

5.4 Typically, are different methods used to provide services for different target groups?

- ◆ According to the “2001 Labor White Paper,” the government presents different services for each target group. Typically, however, different contents are used to provide services for different target groups, and not different methods.

- ◆ The long-term unemployed
 - Extension of subsidy period for employment promotion to 12 months
 - Increased number of dedicated booths for their service in public employment service institutions
 - Newly-organized project of shop renting system to support their starting independent businesses
 - Conducting “Achievement Program,” which provides intensive counselling and skills required in finding jobs
 - Operating a profiling project of the unemployed in order to give intensive support to those in danger of being unemployed for a long time by developing a computerized program based on the estimated probability model of the long-term unemployed people, which was developed in 1999

- ◆ Youths

¹⁵ Cf. <http://www.kgsrd.org>.

- Established “Human Resources Development and Employment Promotion Measures for Youths” regarding the unemployment of youths in 2000
- Government-supported intern programs, hiring computer work assistants in elementary, middle and high schools, hiring college students as short-term paid assistants, projects to construct a public sector database and encouraging volunteer works are some of the measures to create suitable jobs for youths
- As Vocational Competency Development Projects, there are courses in cutting-edge manufacturing industry and in industries lacking labor force, nighttime course for multi-skilled technician, cyber training, vocational training for ex-servicemen, education specializing in information and communication field, education in information technology and college courses demanded by the industrial businesses.
- Supporting overseas employment and reinforcing career guidance and job search.

◆ Daily workers

- Vocational Competency Development Training for daily workers during the winter season: furnishing them with vocational training fee and allowance to foster employment ability and expand employment opportunities
- Providing labor protection guidelines for daily workers: “Guides for Applying Labor Standard Act to Short-hour Workers” specifies that a labor contract must be drawn up prescribing minimum wage, weekly leave, monthly leave and holiday allowance.
- Establishment of vocational training system for the daily construction workers
- Enforcement of Mutual Retirement Aid for construction workers in order to improve their employment environment

◆ The disabled workers

- With the full revision of the Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act, hiring of the disabled is compulsory to the national and local governments, subsidy for hiring disabled workers is raised, the vocational rehabilitation process for the disabled is systematized and funds are set aside for loans to secure their livelihood and to start their own businesses.
- Establishment of Employment Development Center as the research institute specializing in promotion of employment and vocational rehabilitation of the disabled

◆ The aged

- Designation and operation of manpower banks for the elderly¹⁶
- Operation of information center of high-quality labor force in Korea Employers Federation

¹⁶ A total of 36 manpower banks for the aged are set up in institutions nationwide, namely, 11 YWCA institutes, 6 general social welfare centers, 5 institutes of the Korean Elderly Association, 6 institutes of Human Resources Development Service and 8 other institutes.

- Short-term adjustment training by private training institutions such as Help Age Korea focusing on twenty some jobs available for the aged, such as guards and wall papering assistant
- Selecting 77 occupations suitable for the middle aged and the elderly, such as occupations that show little gap in productivity even by hiring the aged, those which require less strength and those with less danger of industrial accidents, and encouraging the employment of the aged in such occupations
- Providing subsidy for employing the aged

5.5 Do examples exist in which individuals are required to take part in guidance and counselling?

- ◆ In order to receive allowances for the long-term unemployed people, individuals are required to sign up for employment support aid of public employment service institutes and Employment Security Information Network(Work-net).

5.6 Do policies for information, guidance and counselling services favour:

- ◆ Korean policies for information, guidance and counselling services favor both a comprehensive approach and a targeted approach. Institutions using the comprehensive approach are Work-net of Human Resources Development Service of Korea and Career Development Center of KRIVET. In case of the latter, it applies the comprehensive approach through CareerNet but also provides distinguished services according to groups.
- ◆ On the other hand, Korea Employment Promotion Agency for the Disabled, Korea Youth Counselling Center and Employment Information Center for the Aged provide services focusing on certain targets.

5.7 Please describe the major gaps, if any, in the provision of information, guidance and counselling services. Are there any groups whose needs appear to be met less effectively than others?

- ◆ There exists a major gap between the target groups of the Ministry of Education & Human Resources and the Ministry of Labor, and thus a gap in the terms used by the two ministries.
- The Ministry of Education & Human Resources provides information, guidance and counselling services for the school students, while the Ministry of Labor mostly provides those services to adults outside the school system. Since the mass unemployment crisis after the foreign exchange crisis in 1997, however, the main target group of Ministry of Labor has been concentrated on the unemployed and the self-support subjects prescribed by the National Basic Livelihood Security Act.

- Although both ministries share the same objective of strengthening the nation's competitiveness by supporting individual's career development, the terms used are not standardized at all. For example, the term "career development" in a school system is used to signify a development of one's career path; whereas for adults outside the school system, the term is used to mean a development of one's career experience¹⁷.

- ◆ Information, guidance and counselling services are provided more inefficiently toward students in farming and fishing villages, the vulnerable class and the long-term unemployed people.
 - There is a limit in the quick and accurate provision of information, guidance and counselling services for the school students in farming and fishing villages where so-called Digital Divide can be expected.
 - There are few programs and distinctive measures for the vulnerable class, such as youths who do not advance to higher learning and who do not have jobs, the unemployed youths, the long-term unemployed people and the disabled who are unemployed¹⁸, to improve their employment abilities and to advance into the labor market. In particular, the problems of provision of information, guidance and counselling services to the disabled are the limitation in job information, insufficient method of selecting appropriate occupation and the lack of professional vocational rehabilitation counsellors with qualifications.

5.8 Please describe how information, guidance and counselling services are organised and provided for adults in your country.

- ◆ The institutions that provide information, guidance and counselling services for adults can be categorized into employment security institutions and private job search agencies. Employment service center, manpower bank and daily job center are the national employment security institutions under the Ministry of Labor. Private job search agencies also provide job information, counselling, psychological test and career guidance. However, it is common for such private agencies to charge for their services, and those that are free tend to be public organizations, religious organizations or a federation of a certain group. Some examples of agencies with free services are YWCA, Chamber of Commerce and Industry, general social welfare center of local governments, women's club, Korea Industrial Complex Corp., Korean

¹⁷ According to the definition of human resources and human resources development by the Ministry of Education & Human Resources, the Ministry's main target of interest should not only lie on the school students but rather on all people including adults, people making career transitions, the early retired and the unemployed. However, the information, guidance and counselling services as well as other major interests of the Ministry focus only on the students that there exists a gap between its actual functions and the functions suggested by its name.

¹⁸ Considering the fact that the disabled with the intention of employment are classified as "economically inactive population" and the number of the disabled who are unregistered, the unemployment rate of the disabled is higher than what the statistic's show. And although the disabled with jobs tend to run their own businesses due to the discriminating employment opportunity in the labor market, they are mostly small-scaled. Even the wage-earning disabled workers tend to be employed in an insecure daily job. Therefore, measures for the disabled workers' job security, job status and the distinguished services for the disabled who are unemployed are essential. (Ji Yeon Lee, et al, "Study on the Career Development Model of the Disabled who are Employed" (KRIVET, 2000).

Federation of Housewives Clubs, Korea Employers Federation, Korea Volunteer Association and Counsel24 (24hr phone counselling center).

[Table 1] Type and Number of Job Search Agencies in Korea

Job Search Agency	No. of Agencies
Regional labor office	46
Manpower bank	7
Daily job search center	16
Employment security center	168
City/town/district (administrative government)	142
Human Resources Development Service of Korea	22
Others*	62
Total	463

Source: Work-net (<http://www.work.go.kr>)

*Others: Job search agencies within Korea Employers Federation, the veterans association, YWCA, Small and Medium Business Association, Korean Elderly Association, Korea Export Industry Corp., rehabilitation association for the disabled, Korean Federation of the Housewives Clubs, Korean Chamber of Commerce and Industry, and etc.

6. STAFFING

Here we wish to know about the types of staff that provide information, guidance and counselling services in your country, and about their qualifications and competencies

- 6.1 What types or categories of staff are employed to provide information, guidance and counselling services in your country?

[Table 2] Types of staff that provides information, guidance and counselling services in Korea

Category	Institution	Staff
Schools	Elementary educational institutions	Homeroom teachers, professional school counsellors
	Secondary educational institutions	Professional school counsellors (in charge of career guidance)*
Category	Institution	Staff
	Higher educational institutions	Counsellors of Student Life Research Center, information providers and counsellors of job information center
	Provincial offices of education Seoul Education & Science Research Institute	Education researcher, education research officer

(Table continued)

Vocational training institutions	Technical colleges Polytechnic colleges	Authorities in charge of career and employment
Corporations and Research institutes	Korea Research Institute for Vocational Education & Training Career Development Center	Professional researchers in career counselling
	Corporations	Human resources development personnel
	Central Employment Information Office	Employment information-computerizing researcher, trend analysts, job researcher, career guidance researcher
Public employment service	Employment insurance centers Manpower banks Daily job search centers	Counsellors, guidance authorities
Vocational rehabilitation institutes for the disabled	Regional offices of Korea Employment Promotion Agency for the Disabled Vocational rehabilitation schools	Vocational rehabilitation counsellors, person-in-charge
Other public institutions	Youth counselling centers of local governments	Professional career counsellors

* Types of qualifications of professional school counsellors: guidance teacher (60.0%), counselling teacher (22.4%), professional school counsellor (9.4%)

6.2 What is the best information that can be provided on the number of staff, by type or category, and who are employed to provide information, guidance and counselling services in your country? Please indicate if information on their age, gender and equity group structure is available.

◆ The table below shows the current staff status of the Ministry of Labor's employment service structure.

[Table 3] The current staff status of the Ministry of Labor's employment service structure

Region	Center official (No. of people)	Center counsellor (No. of people)	Administration counsellor (No. of people)	Daily center worker (No. of people)
Total	544	1942	120	48
Seoul	115	437	34	12
Kangwon	25	75	1	0
Busan	46	161	15	6
Kyungnam	50	174	11	3
Daegu, Kyungbuk	69	235	12	6
Inchon, Kyunggi	114	431	22	9
Chonbuk	28	92	5	6

Kwangju, Chonnam	35	128	4	3
Cheju	6	15	1	0
Daejon	24	74	6	3
Chungnam	15	59	2	0
Chungbuk	17	61	7	0

Source: Soon Hee Kang, "Construction of a System Connecting the Regional Labor Force Supply and Educational Training to Employment," Presentation data of the Discussion on Measures to Expand Regional Human Resources, (Korean Educational Development Institute, 2001).

- 6.3 What education and training qualifications are the different types or categories of career information, guidance and counselling staff required to have? (Where qualifications are required, please indicate whether it is government or a professional association that requires them, and describe relevant professional licensing bodies).

[Table 4] Level of education and training required of career information, guidance and counselling staff

		Level of Education and Training				
		Teaching qualification	University degrees in psychology/ counselling	Special diplomas in guidance & counselling	Post-graduate qualification	In-service courses
Type of Staff Position	Professional school counsellor in elementary & secondary school	○		○	○	○
	Education researcher in provincial offices of education	○			○	
	Counsellor in public employment service		○	○		○
	Counsellor in private agency		○			○

Career/Job researcher in public agency		○		○	
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- ◆ Professional school counsellors in elementary & secondary schools can attain qualifications in graduate schools of education acknowledged by the Ministry of Education & Human Resources. There are the regular two-year master’s course and the one –year training course. In order to take the one-year course, it is required that the person must have a qualified (elementary/middle school) teacher license of second level or higher and more than three years of experience in education.

[Table 5] Types and qualifications of counsellors in the public employment services and manpower banks

Category	Qualification
Common	<ul style="list-style-type: none"> - Those acknowledged to be fully capable of carrying out the duties prescribed in each paragraph of Sub-section 1 of Article 4, duties such as job search support, employment insurance and vocational ability development - Those acknowledged to have the computer skills needed in carrying out the duty
Full-time counsellor	<ul style="list-style-type: none"> - Those who attained career counselling licenses according to the National Technical Qualification Act or those with degrees from 4-year colleges or higher according to the Higher Education Act (including those with similar qualification) - High school graduate or higher with more than 5 year work experience in counselling-related fields
Counsellor-in-charge	<ul style="list-style-type: none"> - Those with more than 4 year experience as a full-time counsellor - Those with bachelor’s degree or higher <u>in career counselling-related studies</u> with more than 6 year <u>work experience in counselling-related fields</u> - Those with master’s degree or higher in career counselling-related studies with more than 4 year work experience in related fields

Senior counsellor	<ul style="list-style-type: none"> - Those with more than 4 year experience as a counsellor-in-charge - Those with bachelor's degree or higher in career counselling-related studies with more than 10 year work experience in counselling-related fields - Those with master's degree or higher in career counselling-related studies with more than 8 year work experience in related fields - Those with doctor's degree or higher in career counselling-related studies with more than 4 year work experience in related fields
Chief counsellor	<ul style="list-style-type: none"> - Those with more than 5 year experience as a senior counsellor - Those with master's degree or higher in career counselling-related studies with more than 12 year work experience in related fields - Those with doctor's degree or higher in career counselling-related studies with more than 8 year work experience in related fields

(Note 1) Career counselling-related studies signify college majors in Career (including Counselling and Psychology), Psychology (including Industrial Psychology and Educational Psychology), Education, Sociology, Social Welfare (including Social Service), Youths, Law, Administration, Economics (including Labor Economics), Business Administration (including Labor Management Relations), Rehabilitation, Mental Science and other related studies.

(Note 2) Work experience in career counselling-related fields signifies carrying out counselling-related works, such as job introduction, career guidance and vocational training, in national/public employment service institutes prescribed by the Employment Security Act, national/public/private schools, non-profit corporations providing free job search services, vocational training institutions prescribed by the Vocational Training Promotion Act, social welfare institutes prescribed by the Social Welfare Project Act and public youth organizations prescribed by the Basic Youth Act.

◆ The qualification of private career counsellor is classified into Level 1 and Level 2. There is no requirement in attaining Level 2 qualification. In order to attain Level 1 qualification, however, one must have more than 3 year field experience in counselling after attaining Level 2 qualification; or one must have more than 5 year field experience in counselling; or one must have more than 3 year field experience in counselling after graduating college; or one must have more than 4 year field experience in counselling after graduating technical college.

◆ The qualification of a counsellor or an office worker is as follows:

1. A ninth-ranking public official of the state or local government
2. A person who has worked in a government invested or contributed organization in a position equivalent to that of a fifth rank official
3. A graduate of a four-year college
4. A high-school graduate with more than 4 year experience in fields related to vocational rehabilitation, guidance and employment promotion.
5. A person with a qualification equivalent to those mentioned above

◆ The qualification of an employee of a vocational rehabilitation institute

1. A ninth-ranking or higher public official with an experience of 3 years or more in social welfare

2. A person with a certificate in rehabilitation for the disabled, such as a social welfare worker, a special school instructor and a therapist
3. A graduate of a college according to the Higher Education Act with an experience of two years or more in welfare for the disabled
4. A person acknowledged by the administration committee as having a qualification equivalent to those mentioned above

6.4 What, typically, are the types of competencies (or knowledge and skills) that these different types or categories of workers are required to have?

[Table 6] Types of competencies required by the service workers

		Competence					
		Communications skills	Group facilitation skills	Individual and group assessment skills	Labor market knowledge	Knowledge of career development theory	Other
Type of staff position	Professional school counsellor in elementary & secondary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
	Education researcher in provincial offices of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Counsellor in public employment service	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	
	Counsellor in private agency	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	
	Career/Job researcher in public agency			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

	Vocational rehabilitation institute	○	○	○	○	○	Knowledge of rehabilitation of the disabled, vocational rehabilitation and social welfare
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6.5 How are the competencies or knowledge and skills required of those who provide information, guidance and counselling changing, and why? What is being done to meet this changing knowledge and skill needs?

- ◆ Different competencies and knowledge required of those who provide information, guidance and counselling services are emphasized according to the social, economic and cultural changes. For example, the foreign exchange crisis of 1997 in Korea and the Sept. 11th terrorist attack in the U.S. spread severe employment anxieties; therefore, information, guidance and counselling services providers needed to be equipped with knowledge and skills on gathering information concerning prospective careers according to the business's investment status and its profitability, on supporting an individual's career choice and career transition and on rebuilding confidence in job search activity. Other causes include changes in organization and duties, such as the new concept of lifelong career, outsourcing to obtain and maintain manpower, expansion of cyber businesses and the change in salary system to one that is ability-oriented and distributed according to work performance.

[Table 7] Change of duties demanded in the 21-century workplace

Classification	Old system	New system
Structure of the workplace	Hierarchy Technical/professional	Horizontal Network of multi-skilled teams
Duty outline	Rigid Narrow-minded One task Repetitive/simple/standardized	Flexible structure Wide-range Multi-task Multi-responsibility
Labor worker's capability	Specialized	Multi-skilled, mutual cooperation
Labor force management	Command and control system	Self-management system
Communication	Imperative	Widespread
Responsibility for decision making	Authoritative system	Decentralized authority
Course	Standardized/fixed process	Continuously changing process
Labor worker's independence	Low	High
Labor worker's understanding of the organization	Limited	Extensive

Source: "21-century Vocational Skills for Careers in the 21 century," (KRIVET, 1999).

6.6 What opportunities exist for information, guidance and counselling service staff to update their knowledge and skills?

In order to meet these changing knowledge and skill needs, there are training programs 2~3 times a year for developing expertise of information, guidance and counselling service providers¹⁹.

- Career counselling expert program: The objective is to develop expertise in career counselling by cultivating professional counselling theories as well as counselling method skills required for counselors at employment security centers
- Basic duty maintenance program for employment security institution workers: They are targeted for the counsellors of employment service centers and manpower banks.
- Training of experts or employees concerning vocational rehabilitation of the disabled: Korea Employment Promotion Agency for the Disabled offers highly applicable information and expert knowledge concerning vocational rehabilitation to those employed in institutions related to vocational rehabilitation for the disabled.

6.7 Please describe any policies that exist to systematically make use of groups such as alumni, parents and local employers in delivering services.

- ◆ Presently, there is no policy existing to systematically make use of different groups in delivering the services. Although there are special lectures on career and employment by parents, alumni, business personnel and career experts provided in some elementary and middle schools and universities, the programs may vary among schools. Besides, since most of the schools hold such special lectures on a one-time basis as an event, they are deemed ineffective in providing continuous career development, guidance and information.
- ◆ In elementary and middle schools, each school has a “Career Week” or “Career Day” to visit local enterprises and to learn the task and characteristics of certain occupations from parents employed in those occupations. In addition, in middle and high schools, senior alumni prepare special classes on the examples and paths of further education so as to help understand and prepare for next stage of education.

¹⁹ Under the Article 6 of the Employment Security Act, the Korean government strives to train and position public officials and to acquire expertise for the counselors so that the duties such as career introduction and guidance maintain expertise at job security institutions. Korea Labor Education Center, Human Resources Development Service of Korea and Korea Labor Welfare Corporation provide major training courses. However, there are limitations in providing step-by-step, continuous and systematic training programs according to the level of the person receiving the education.

- ◆ In higher educational level, the student council of a four-year college runs “Graduation Preparation Committee” as a student-governed organization, and it is in charge of information, guidance and counselling services within the university, making preparation for student’s graduation and employment.

7. DELIVERY SETTINGS

Here we would like to know about the delivery of services in different settings.

- 7.1 Are separate career education lessons a normal part of the school curriculum? If so, for each school grade, please indicate whether or not such lessons are required and the mandatory number of hours per year.

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Elective					○	
Hours					4	

- ◆ According to the 7th School Curriculum, career education lesson (4 hrs.) can be taken as a general elective subject in high schools.
 - ◆ The mandatory number of hours for the lesson is appropriated according to the discretion of each provincial office of education and each school. In Seoul, 6 hours of career education lesson can be taken in technology or home economics or other industrial fields. In case of special education, the Article 21 of Special Education Promotion Act allows special schools with higher grades to set up and operate a related major of one year and longer in order to reinforce technical vocational education.
- 7.2 If separate career education lessons are not provided, are policies in place to integrate career education into other subjects? Details can be provided in an Annex.
- ◆ Education & Science Research Institute of each provincial office of education develops guidance materials that can be used in schools, and conducts studies on the current condition of student guidance. Particularly, there have been several studies on lessons with career education integrated into each subject. For example, in a career guidance material for each middle school curriculum developed and distributed by Seoul Education & Science Research Institute, there are included the objective of career education for each subject, occupations related to each subject, teaching and studying plans according to the guidance factor in each subject, grade and unit, and reference materials.

- ◆ The arrangement of lessons and teaching & studying plans for each subject in regards to career guidance are offered by the provincial offices of education or the career guidance model schools. There has not been, however, a specific policy presented yet by the Ministry of Education and Human Resources. Thus, provisions of career education in schools tend to vary according to the supervision of provincial offices of education and discretion of school principals and teachers. Instead of integrating career education into other subjects, it is more common for such career guidance to be provided through extracurricular activities, class activities and school activities.
- ◆ As for the special school students, there is no separate information, guidance and counselling services provided aside from the major subject and the administration of the higher grades. However, services such as mobile counselling, job seeking and field practices provided by the regional office of Korea Employment Promotion Agency for the Disabled can be used.

7.3 Are periods of work experience²⁰ required as part of the secondary school curriculum? For each school grade please indicate whether or not such experience is required, and how many hours per year are required.

- ◆ Work experience is not required by the current school curriculum in middle schools and regular high schools. Meanwhile, students are required to do volunteer activities during school vacation, which gives them the opportunity to understand the job world by experiencing career life and field practice.
- ◆ Yoido Girls' High School is one of the schools providing career life experience as an extracurricular activity. The school holds "Career Experience Day" twice a year on Saturdays, and students are to do researches on a career of one's choice or a parent's career. They get to visit the workplace and actually experience the works done there and are required to write a report on their field experiences²¹.
- ◆ In case of vocational high schools, cooperative education between businesses and schools is mandatory, and third year students have to take a field practice class. The class period may vary by industry from one month to one year according to the total educational training period²².

²⁰ This refers to periods that students are required to spend in workplaces in order to assist their career decision-making and in order to understand the world of work. It does not refer to those periods of workplace experience that are included in vocational education programmes in order to allow students to develop or practice the work-related skills and competencies included within the vocational education curriculum.

²¹ "Self Understanding and Making a Self-initiated Career Choice through Career Experience" of Yoido Girls' High School(2000) is the report on the result of Seoul's operation of career education model school, which was a part of the "Year 2000 Seoul Education New Wave Movement."

²² Enforcement Decree of Vocational Education and Training Promotion Act, Article 4, cf. Annex.

7.4 What other types of career information, guidance and counselling services are typically provided for school students (that is, apart from career education lessons and work experience)?

- ◆ Typically, many schools have career-counselling offices. The offices hold individual as well as group counselling with the counselling teachers and provide information concerning employment and further education. There are computers for student's use to make the office more comfortable and convenient.
- ◆ In Yangpyung Middle School of Seoul, a "career guidance class" has been organized and operated on a school level. The class is an extracurricular class run mainly by the students, who publish "Career Newspaper," help as assistants in career-related school events and play leading roles in setting the environment for school's and classes' career related activities. Meanwhile, the school acknowledges the students' volunteer activity hours and recommends those students as candidates for distinguished service awards. The school also designates a Career Week and holds a Career Day.
- ◆ In addition, there is an increasing number of online information, guidance and counselling services. Places such as Korea Youth Counsellor²³, KRIVET²⁴, and Education & Science Research Institute of provincial offices of education²⁵ provide information and counselling services via Internet, and private organizations like YMCA²⁶ also provide counselling service. Meanwhile, local governments also run youth counselling centers and provide career-related information by developing a cyber career exploration exposition²⁷. Some schools have their own homepage where counselling is done via email to a counselling teacher or via counselling bulletin board. <Cf. Annex Q7-4>

7.5 What information, guidance and counselling services are provided by the public employment service?

- ◆ Employment Security Center was established in July of 1998 with the integration of Employment Insurance Department and Job Security Department of regional labor offices. The center provides a one-stop service for job placement, employment insurance and vocational training. Presently in 2001, there are 168 employment service centers nationwide.
- ◆ Since the enforcement of employment insurance policy, manpower banks act as "local

²³ Korea Youth Counsellor runs a cyber counselling center (<http://www.kyci.or.kr/cyber/dic/>).

²⁴ CareerNet (<http://www.careernet.krivet.re.kr>) of Career Development Center provides services classified into elementary, middle school and high school students.

²⁵ Career Development Center of Seoul Education and Science Research Institute (<http://www.sesri.re.kr/jinro/>).

²⁶ YMCA also runs a youth career-counselling center (<http://counsel.ymca.or.kr/myway/>).

²⁷ Career exposition (<http://www.cyberexpo.or.kr/>) for students run by Ulsan Dong-gu youth counselling center provides job search as well as information, guidance and counselling services.

employment information centers” with the cooperation of the state and the local government. There are a total of seven manpower banks – one in Seoul and one in each of the six major cities. They have counselling booths according to occupation, conduct job preference tests, job aptitude tests and interest tests, provide career counselling and hold various events encouraging employment.

- ◆ Daily job centers were established in November of 1998 in 15 regions with the objective of helping job search and securing livelihood of daily workers, who have been relatively neglected in aid policies such as employment insurance compared to the regular workers. “Wolmi-do Daily Job Center” was additionally opened in January of 2000 to support employment of construction daily workers needed for the “New Airport Construction Project in Yongjong-do.”
- ◆ The Work Information Center under the Ministry of Labor operates Work-net, which provides employment information service, employment insurance counselling, vocational training counselling, psychological tests and career information service. Such information is used by public employment service institutes as well as private job search agencies.

7.6 Please describe information, guidance and counselling services that are provided within tertiary education.

- ◆ Information, guidance and counselling services provided within tertiary education are basically the services provided by vocational training institutions. Vocational training institutions provide services to help employment and business start-up, and they also have separate department within the institution to help find jobs and to give career guidance. However, most vocational training institutions provide vocational training only, and employment security centers are used for such information, guidance and counselling services.
- ◆ Training in vocational training institutions is largely divided into reemployment training and human resources development training. Reemployment training includes reemployment training for the unemployed, employment promotion training, employment training, prospective employment training, and training in business start-up. The provision of such training information is the key service provided by vocational training institutions regarding information, guidance and counselling.

7.7 What is known about career guidance and counselling services provided by the private (for-profit) sector: such as management consultants, outplacement services or private practitioners?

- ◆ By function, services provided by the private(for-profit) sector can be classified into job

placement business and job information business. Job placement business is categorized into non-profit corporation, free service of a public corporation and charged service. Job information business indicates business providing information on job seekers and job providers through newspapers, magazines and other publication or cable/wireless broadcasting or computer communications²⁸. Information on job seekers and job providers, employment guides and cyber counselling are the main information provided.

- ◆ The main users of such private(for-profit) sector are students preparing for employment, job seekers and those in charge of personnel in enterprises.
- ◆ With the recent market growth and the introduction of database system, there is an increasing trend of large head hunting companies operating on/off-line integrated services covering not only management consulting but also job placement as well as job information services. The business scope has even extended to a role as an enterprise's human resources employment agency. In case of a large-scale private information company, it has even developed its own contents and has provided its information to job search networks of educational and government institutions on an affiliated contract basis.
- ◆ Job placement business usually manages job placement of average-level manpower or lower via online and job placement of average-level manpower and higher via offline.
- ◆ The system and the level of fees vary according to companies, and in some cases, fees are only charged to either the job seeker or the job provider. The level of fees for using job search networks, which are based on term membership, varies starting at \$30 a month for job seekers and about \$100 for job providers. Also, fees can be charged for each case of successful job matching, and this approximates 10~30% of the annual salary of the job concerned.
- ◆ Recently, an outplacement policy has been introduced in the private sector for the victims of restructuring (involuntarily retired people) and early (voluntarily) retired people. Such general consulting service is being expanded as enterprises sign a contract with professional consulting agencies to help find new occupation or to start a new business for the unemployed. The service provides various job information as well as "personalized education" such as drawing up C.V. and self-introduction, interview, leadership and decision making methods. As for fees, three-month course is approximately \$4,050 per person, and this is covered by the company.

7.8 Please describe any steps that governments have taken to try to encourage private (for-profit) organisations to provide guidance and counselling services or to regulate the ways in which

²⁸ It differs from the job placement business in that it simply provides employment information.

such services are provided.

- ◆ In order to secure service quality, the government enacted the Employment Security Act which presents qualifications of employees in career services.
- ◆ According to the Employment Security Act, the article related to job matching activity regulates that the establishment of career service institution should meet certain government standards. The previous license system was changed into a report system, alleviating the standard somewhat²⁹.
- ◆ As for government support, there are tax and financial aid benefit for some off-line companies providing information, guidance and counselling services that are registered as venture companies. Also, the Ministry of Labor enforced a “Subsidy Policy to Support Change of Occupation” as a reemployment support measure for those who lost their jobs, which provides financial support - 50% of the program cost to small and medium businesses and one-third to large enterprises.

7.9 What role do other organisations -- for example in the community sector -- play in providing information, guidance and counselling services? What types of clients do they serve? What types of needs do they attempt to meet?

- ◆ In the community sector, there are non-profit NGO groups, such as parent association, YMCA, student council, women’s organization and the Korea Federation of Small Business. These groups provide information and counselling on career, further education and employment to youths, those preparing for employment, the parents and the adults. They tend to serve the demands of various types of clients simultaneously than to offer specialized service for each target group. Some organizations show efforts to enhance customer satisfaction by providing high quality programs such as various job experience activities, and some organizations offer targeted programs in order to attain specialty although they tend to be very limited. Psychological tests in aptitude, personality and interest are conducted commonly by the organizations and a fee of basic cost is charged.
- ◆ As for parent association, there are private organizations such as Korean Federation of Housewives Clubs, National Council of Homemaker's Classes and Korean National Mothers' Association. These organizations run counselling centers for women, children and the aged. Other women-related private organizations such as the Women’s Club and Women’s

²⁹ This is due to the incontrollable characteristic of the labor market, particularly the difficulties in continuous operation and management of online services. And since active information, guidance and counselling services can adjust the smooth balance of supply and demand in the labor market and can enhance effectiveness of individual’s or company’s job seeking/providing, it is understandable that the government would rather depend on the market economy concerning the establishment of private service agencies than restricting or intervening.

Development Center conduct job matching for women, reemployment and training educations, as well as related information, guidance and counselling services.

- ◆ As for student council, there is the student-administrated organization called “Graduation Preparation Committee” in each college and university. Here, they hold job fairs and job briefing sessions for graduates-to-be, provides resources and information regarding employment and conducts personality/ aptitude tests to students.
- ◆ Other major information, guidance and counselling service organizations in the community sector are:
 - YMCA career counselling center : <http://counsely.ymca.or.kr/myway>
 - Haja Center : <http://haja.or.kr>
 - Nanna Center : <http://www.nanna.seoul.kr>
 - Korea federation of Small Business: <http://www.kef.or.kr>
 - Korea Chamber of Commerce and Industry: <http://www.korcham.net>
 - Korean National Mothers' Association: <http://www.koreamother.or.kr>

8. DELIVERY METHODS

Here we would like to know about delivery methods, including the ways in which they are influenced by government policies.

- 8.1 Career information, guidance and counselling services can be delivered in a variety of ways. In the last five years, how have these been influenced by government policies? (These might be policies to improve the use of resources, policies to increase access, policies to better meet client needs, policies to encourage equity, or other types of policies. To guide your answer, a list of some of the ways in which information, guidance and counselling services are delivered is given below).

- ◆ Support for computer-based development of information, guidance and counselling network led by the active Education Computerization Project which utilizes information technology
 - In 1999, the Ministry of Education entrusted the trial operation of Career Development Center to KRIVET, and opened “CareerNet.” This became the foundation for computer-based and self-directed career guidance, which allows the benefit of information, guidance and counselling services at anytime, anywhere and to anyone.
 - In order to realize the objective of the Education Computerization Project, the Ministry of Education and Human Resources promoted the construction of information infrastructure for elementary and middle schools nationwide since 1997. As a result, all students across the nation are able to receive computer education and a variety of

teaching & studying resources can be utilized in classes because all classrooms are connected via Internet. Thus, there is an increasing demand for computer-based guidance programs such as CareerNet.

- According to the plans to build employment information infrastructure, the Ministry of Labor opened an employment security network called “Work-net” in 1998 and established an independent network that can exchange data between the internet and the intranet. The objective of the Internet service is to provide job search and employment information to job seekers, students, the public and the job providers; while the objective of the intranet is to support the tasks of public job search agencies³⁰.

◆ Emphasis on career education lessons in step with the 7th “Curriculum for Elementary and Middle Schools”

: The 7th “Curriculum for Elementary and Middle Schools” (Notification No.1997-15 of the Ministry of Education, Dec.30, 1997) emphasizes the importance of career education lessons. By school level, the objective is set discriminatingly – career exploration for middle school and career preparation for high school. In addition, “Creative free time” and “Extracurricular activity” are among the required hours in the school curriculum, and career education lessons can be given more intensively and systematically in those classes according to students’ special skills and aptitudes.

◆ Other influences on the delivery of career information, guidance and counselling services are the ongoing research projects by the Ministry of Education and Human Resources and government-contributed institutions under the Ministry of Labor(KRIVET, Korea Educational Development Institute, Korea Labor Research Institute and Korea Employment Promotion Agency for the Disabled). Korea Employment Promotion Agency for the Disable, for example, has been in the middle of a psychological test development for self-awareness test for the disabled and disability capacity test since the year 2000 with the start of the job evaluation tool standardization project.

8.2 Please describe any recent or current initiatives to develop Internet-based information, guidance and counselling services.

◆ A good example of an Internet-based information, guidance and counselling service is CareerNet, which is operated by KRIVET financed by the Ministry of Education and Human Resources. Also, the Work Information Center of Human Resources Development Service of Korea provides employment information and counselling services through Work-net as a part of public employment service.

³⁰ The intranet of “Work-net” is a support system for the off-line public job search tasks. There are the employment information system, support system for vocational training, rehabilitation and starting a new business, and information system on the unemployed.

◆ Also, there are the cyber career exploration exposition run by the Youth Counselling Center of a local government and 16 cyber career information centers run by Education and Science Research Institute of each provincial offices of education.

8.3 Can examples be provided of the use of screening tools to match client needs or client type to the type of service provided? If such screening tools exist, please describe the reasons for developing them, and describe where they are used.

◆ Although there is the will and effort to provide client-based information, guidance and counselling services, such as the development of psychological test tools for each school grade and the enforcement of unemployment policies according to the characteristic of the unemployed, there is no example of screening tools and their use in Korea.

9. CAREER INFORMATION

Here we wish to know about the educational and occupational information that is used in information, guidance and counselling services.

9.1 What is the public sector's role in producing career information?

◆ Public institutions in charge of producing career information are Korea National Statistical Office, the Ministry of Labor, the Ministry of Education, the national policy research institutes and the Work Information Center. These institutions can produce career information related to employment statistics, occupational prospects, wages and future changes in industrial labor force structure, that are otherwise difficult to produce by private agencies and the public.

[Table 8] Public institutions in charge of producing career information

Public institutions	Career information
Korea National Statistical Office	Monthly Report on the Economically Active Population Survey, Report on the Census on Basic Characteristics of Establishments, Survey on Employment Structure
Ministry of Labor	Report on the Survey on the Labor Conditions of Establishments, Outlook on Employment Trend of the Manufacturing Industry, Monthly Survey on Labor Statistics, Report on the Survey on Labor Force Mobility, Report on the Survey on Labor Force Demand Trend, Job Seeking/ Providing and Employment Trend, Labor Statistics Yearbook
Ministry of Education and Human Resources	Education Statistics Yearbook

KRIVET	Vocational Education and Training Indicators in Korea, Job Dictionary, information on further education, information on qualification, educational training information, research projects on manpower supply and occupations
Korea Labor Research Institute	Employment Insurance Statistics, Industrial Accident Compensation Insurance Statistics, Domestic Labor Trend/ Labor Statistics, labor prospect, research projects on manpower supply and the labor market
Work Information Center	World of Occupation, Occupation Handbook (information on occupation, major, qualification, training), Korea Job Dictionary, Korean Job Future, researches on occupation, production information on job seeker/ provider

- ◆ While the central public institution's role is to establish and produce systematical career information system, the primary sources for data concerning detailed career information and employment are the Education and Science Research Institute of provincial offices of education and the regional labor offices as well as the employment service centers of the Ministry of Labor.
- ◆ The Education and Science Research Institute produces career education data collection, career guidance plans and case collection for each grade and subject, and information on further education and study subjects.
- ◆ Local offices including employment security centers, manpower banks and daily job centers collect and produce employment trend data of each region. That is, they collect data on job seekers/ providers in each region, conduct counselling for employment insurance and vocational training, and produce basic data for employment statistics.

9.2 What forms does career information typically take?

- ◆ Career information typically takes the form of publications such as leaflets, reference books and guide books. With the recent development of multimedia, however, development of career information in the form of CD-ROMs is on the rise. For example, Career Development Center of KRIVET developed a targeted career guidance program, Aro I and Aro II on CD-ROMs and distributed them to each provincial office of education.
- ◆ With the expansion of the Internet, there is an increasing trend of on-line career information services. The use of career information via Internet is on the rise because web-based services enable connections to information on occupation, further education, qualifications and training, and information usage is more convenient thanks to links to additional information as well as to related organizations. Such services are provided through Work-Net and CareerNet.

9.3 Typically, which client groups is it aimed at?

- ◆ The main target clients are largely school students preparing to choose a career and job seekers. The educational institutions are divided into elementary school, middle school and high school; and high school is classified into regular high school and technical high school. Regular high school students usually use information related to further education, while technical high school students usually use job information as well as information related to further education.
- ◆ University students are also major clients of career information service, and they usually use information concerning employment, advancing to graduate school and transferring. They also make use of information related to writing a C.V. and taking an interview, employment trends by occupation and future changes in occupational world.
- ◆ Career information used by adults in general is mainly the employment trends of the occupation concerned. They also make use of educational training information, such as education for the unemployed and reemployment information.

9.4 What methods are used to gather it?

- ◆ The method used by the public institutions(such as the labor office) to gather career information is statistical data collection and analysis. Career information-related database is gathered periodically through monthly, quarterly and annual surveys.
- ◆ Students and adults in general can gather career information through books and the Internet provided by the public institutions.

9.5 Please describe the steps that are taken to ensure that it is accurate and timely

- ◆ The Work Information Center took the following steps to ensure the accuracy and the timeliness of information in “Korean Job Future” and “Prospective Occupations.”
 - Collecting on-spot data through interviews with specialists
 - Statistical analysis on the labor market and the employment outlook
 - Comparative examination of the results of occupational outlook from the domestic sources and foreign sources
- ◆ As for the information on Job Future, it is revised every two years; while career and job-related information such as employment trend and employment rate are surveyed and reported every month by national policy research institutes. Meanwhile, Korea Labor Research Center, Korea National Statistical Office and Work Information Center produce information on “Employment

Trend” which is revised every month.

9.6 Please describe the steps that are taken to ensure that it is user-friendly and oriented to user needs.

- ◆ In order to ensure that the service is user-friendly, information is produced into CD-ROMs or provided via Internet instead of through publications. Internet-based information enables user-oriented gathering and production of career information, and its links to related information are convenient for the users.
- ◆ As a user-friendly service, some public institutions offer “Push” service that e-mails the information registered by the users. Also, through “Cyber Counselling Corner” or “Q&A Section,” they make efforts to meet the users’ demands by writing replies to their individual and detailed demands for information.
- ◆ There is also a customized career information, guidance and counselling service that requires the user to register personal data and interested fields; and email is immediately sent to the user when related information is produced.

9.7 How is it typically distributed?

- ◆ The typical way of distribution was through schools. Information on further education, the changes in the occupational world and other resources useful in understanding oneself were distributed by the counselling teachers and specialists in “Career Counselling Centers” or “Job Information Centers” in universities.
- ◆ The counsellors of employment security centers also distributed career information to job seekers, participants in vocational training and those in career guidance.
- ◆ The key distribution method is via Internet, namely through Work-net and CareerNet. Others include career counselling centers in Seoul Education and Science Research Institute and YMCA.
- ◆ Job information leaflet is made and distributed by public employment service institutions. Extensive job information leaflet and community-based job information leaflet are published each week and distributed nationwide. Also, ARS phones are operated around the clock so that job seekers can have immediate access to the currently available job positions within the community.

◆ Korea Employment Promotion Agency for the Disabled, its regional offices and vocational rehabilitation centers for the disabled collect, evaluate and distribute career information for the special students and the disabled workers.

9.8 What role does the private (both for-profit and not-for-profit) sector play in providing career information?

◆ The role of private sectors in providing career information, job placement and vocational training has shown a rapid growth since Korea's foreign exchange crisis. In particular, the number of private enterprises participating in the provision of online job search and career information has increased. Presently, there are 3,592 registered job search agencies (for-profit)³¹.

◆ Non-profit private institutions providing career information are social welfare organizations and industrial/ corporate federations, which provide job information and employment counselling services as means of welfare and convenience to their members.

◆ The mass media offers job search programs or special programs supporting business start-up, especially since the foreign exchange crisis. EBS airs "World of Occupations," a series that explores various occupations and provide vast information to students and job seekers. Cable TV airs "Employment and Business Start-up Support Center" every week, providing information needed for employment and business start-up.

◆ There are not much data available on the market size and characteristics of information, guidance and counselling services in the private sector.

9.9 Have governments tried to increase the role of the private sector in providing career information?

◆ According to the "2001 Major Work Schedule" of the Ministry of Labor, the government plans to encourage participation of the private sector in the training market, give differential support according to the results and reinforce its support to training institutions of cutting-edge occupations.

◆ The Ministry also announced policies to expand support for enterprise-led human resources development, to develop and distribute "Standard Practice Program" for promoting human resources development in enterprises and to reorganize eight vocational training centers of

³¹ Cf. Ministry of Labor's "For-profit and Non-profit Job Search Agencies Nationwide."

Korea Chamber of Commerce and Industry to local training institutions of small and medium business consortium.

- ◆ In addition, for those who want to change jobs, enterprises offer “Outplacement Service Program” with government support, which provides information concerning career development, educational training information and financial aid. The Subsidy Policy to Support Change of Occupation is a part of government support for reemployment cost to enterprises that provide outplacement service to workers who are changing jobs or expected to change jobs due to employment adjustment. The outplacement service policy is for those changing jobs due to employment adjustment, and it includes psychological stability program, outplacement service program and administration support service³².
- ◆ The private sector’s role in providing career information also expands according to the results of research projects conducted by the national policy research center.
- ◆ There are not much data available on the government’s effort to expand the private sector’s role in providing career information.

9.10 Please describe the ways in which labour market data is typically included in career information.

- ◆ Labor market data is periodically drawn up by the Korea National Statistical Office, Korea Labor Research Institute and the Work Information Center. Also, the Ministry of Labor, through a monthly analysis on “Employment Trends,” releases other analysis on related trends such as the unemployment rate by age, occupation, and industry, the employment rate and the participation rate in economic activity.
- ◆ Information concerning unemployment rate by occupation, current employment status, wages, educational training and qualifications are included in the “Korean Job Future,” and students and job seekers make use of them.
- ◆ Korea Labor Research Institute and KRIVET periodically conduct researches on future manpower supply by occupation and industry, and make analyses on the labor structure. Such studies enable further analysis on the employment rate by region, industry, academic background and occupation, the unemployment rate and job placement process. The researches are made public through Internet job information sites or the mass media, and are used by students as well as job seekers. Mostly, they are used by career counsellors and counselling teachers.

³² Cf. “Outplacement Service – Management Know-how of Kim Yong Un,” (Ministry of Labor: 2001).

10. FINANCING

Here we wish to know about: the ways in which information, guidance and counselling services are funded; the ways in which costs are shared; and the financial resources devoted to information, guidance and counselling services.

10.1 What method(s) do governments use to fund information, guidance and counselling services?

◆ The management of Career Development Center of KRIVET is funded by the State subsidy of the Ministry of Education and Human Resources, and the management of the Work Information Center of Human Resources Development Service of Korea is funded by the Ministry of Labor.

◆ As for Korea Employment Promotion Agency for the Disabled which oversees the entire projects for vocational rehabilitation of the disabled, it is financed by the subsidy for employing the disabled, which are collected from the owners of each enterprise. Meanwhile, a part of that project is to study policies concerning the provision of information, guidance and counselling for the disabled and the development, distribution and expansion of related programs.

10.2 Are individuals required to meet some of the costs of government information, guidance and counselling services? If so, what sorts of clients are asked to pay, and what is the typical level of fees charged?

◆ Information, guidance and counselling services provided by public institutions, including job placement counselling, providing employment information, employment insurance counselling and vocational training counselling, are free of charge.

◆ As for the Vocational Competency Development Project provided by the State, the government finances the entire training fee; however, in case of certified private vocational training institutions, the clients have to pay a certain amount for vocational training aside from the State subsidy received.

◆ The table below shows the amount of training funds granted according to the promotion results of the Vocational Competency Development Project reported in the Employment Insurance White Paper. In 2000, the Vocational Competency Development Project financed 86,692 establishments; 1,367,228 labor workers; and the total financed amount was 404,238 million won. It shows a strong growth rate compared to the previous year, reflecting a continuous increase in the government's support for the project.

[Table 9] The amount of training funds according to the Vocational Competency Development Project

(Unit: number of establishments, number of people, million won)

Classification	Financed establishment			Financed insured person			Financed amount			Average financed amount per person		
	1999	2000	Vs. previous year (%)	1999	2000	Vs. previous year (%)	1999	2000	Vs. previous year (%)	1999	2000	Vs. previous year (%)
Total	51,697 (100.0)	86,692 (100.0)	167.7	1,029,813 (100.0)	1,367,228 (100.0)	132.8	421,218 (100.0)	404,238 (100.0)	96.0	0.41	0.30	71.7
Vocational competency development training aid	43,511 (84.2)	73,411 (84.7)	168.7	781,408 (75.9)	1,220,334 (89.3)	156.2	82,764 (19.6)	140,474 (34.8)	169.7	0.11	0.12	108.7
Paid-leave training aid	333 (0.6)	309 (0.4)	92.8	8,446 (0.8)	7,756 (0.6)	91.8	5,723 (1.4)	5,589 (1.4)	97.7	0.68	0.72	106.3
Vocational training facilities loan & aid	11 (0.0)	12 (0.0)	109.1	-	-	-	3,035 (0.7)	7,978 (2.0)	262.9	-	-	-
Subsidy for taking the course	-	-	-	51	252	491.4	40 (0.0)	59 (0.0)	147.5	0.78	0.23	29.9
Worker's education expense loan	7,842 (15.2)	12,960 (14.9)	165.3	13,552 (1.3)	18,590 (1.4)	137.2	23,484 (5.6)	34,626 (8.6)	147.4	1.73	1.86	107.5
Reemployment training aid for the unemployed	-	-	-	226,356 (22.0)	120,296 (8.8)	53.1	306,172 (72.7)	215,512 (53.3)	70.4	1.35	1.79	132.6

Note 1) The number in the parentheses is the component ratio (%) of each project within the Vocational Ability Development Project.

Note 2) Worker's education expense loan signifies the actual loans received by the workers among the confirmed list.

Source: "Employment Insurance White Paper of 2001," (Ministry of Labor: 2001).

10.3 Please describe what cost and expenditure data is available to government and to stakeholders -- for example on the relative costs of different delivery methods, or the cost of achieving particular outcomes, or the costs of providing services to particular types of clients -- when making policies for information, guidance and counselling services. Describe the ways in which this information is used, providing specific examples if possible.

◆ Presently, there is no data on cost and expenditure available to government and to stakeholders when making policies for information, guidance and counselling services in Korea.

10.4 Please provide the best available estimates of the cost (most recent year) to governments of providing information, guidance and counselling services.

◆ In case of KRIVET's Career Development Center, the necessary budget for the year 2001 totals approximately 200 million won, of which about 50% is set aside for center management, about 30% for website test loading cost, about 20% for development of psychological tests and about 10% for contents development of CareerNet.

10.5 Please provide an indication of the statutory salaries of information, guidance and counselling service workers.

[Table 10] The statutory salaries of information, guidance and counselling service workers

	Public Employment Security Centers and Manpower Bank s	Korea Employment Promotion Agency for the Disabled	KRIVET, Career Development Center
The starting salary for those with the minimum required training	15 million won / annually	20 million won/ annually	12 million won/ annually
The salary after 15 years' experience	30 million won/ annually	40 million won/ annually	Unable to estimate
The number of years from the starting salary to the top salary	Approximately 8 years or more (full-time counsellor > counsellor in-charge > senior counsellor > chief counsellor)	Approximately 10 years or more	No hierarchical ranks within the organization
Others	Cf. response to Q6-3		

11. ASSURING QUALITY

Here we wish to know about the ways that the quality of information, guidance and

counselling services is evaluated, maintained and enhanced.

11.1 Please describe the steps that governments take to maintain and increase the quality of information, guidance and counselling services.

◆ The Education Computerization Policy of the Ministry of Education and Human Resources and the 7th School Curriculum's emphasis on career education lessons all play an important role in the enforcement and expansion of information, guidance and counselling services via Internet and volatile career guidance programs according to school type. However, the lack of post-evaluation of such government policies acts as an obstacle in maintaining service quality.

◆ There are also myriads of labor and employment security policies, such as the countermeasures for unemployment, the National Basic Livelihood Security Act, health insurance, employment insurance and insurance for industrial accident. However, there is little effort to build the infrastructure, to conduct post-evaluations, to improve policies and to enhance service quality, which are all vital factors in achieving policy effectiveness.

11.2 Do standards exist for the delivery of information, guidance and counselling services? How and by who were these developed? What status do they have? Do they differ between providers?³³

◆ In a strict sense, there is no standard available in Korea for the delivery of information, guidance and counselling services. Thus, there lacks equality in providing information, guidance and counselling services to the group that needs the service most (the vulnerable class with low-income such as those with little academic background and the aged; the disabled; long-term unemployed person; and students of farming and fishing regions). For instance, regarding vocational trainings in which the low-income class can participate, the selection of trainees can only be restricted through the employment promotion training given by local governments. But in reality, there are many cases where trainees are selected by an employment promotion training agency and recommended in reverse to local governments. In this process, it is highly likely that most of the disabled and the vulnerable class will be excluded from the trainee selection³⁴.

11.3 Do standards exist for the competencies required by information, guidance and counselling services staff? If so, how and by who were these developed? What status do they have? Do they

³³ Please provide details in an Annex.

³⁴ Vocational training providers have a tendency to select trainees who need less vocational training and who are more likely to succeed in job placements in order to raise the overall employment rate and qualification acquisition rate. This is due to a so-called creaming side effect that tends to neglect the inferiors of the labor market who actually need vocational training the most. Such side effect occurs even in the early stage to the special education students, the disabled and the unemployed with low academic background and skills, who need the help of information, guidance and counselling services. Therefore, it requires a strong government policy on standards, and the State needs to approach them first to provide the services, improve physical obstacle by utilizing computers and offer computer, modem and hardware support according to the type of disability.

differ between providers?

- ◆ There is no strict standard available in Korea for the competencies required by information, guidance and counselling service staff. However, a “Vocational Training Counsellor’s Manual”³⁵ was introduced recently in order to provide guidelines in systematic counselling to new counsellors of employment security centers and manpower banks. According to this manual, four factors as shown in <Cf. Annex Q11-3> are presented as the key basic competencies. Similarly, other details on standards for the competencies required by the service staff are provided by the specialists in the related national policy research institutes.
 - ◆ “Vocational Training Counsellor’s Manual” was developed through an intensive examination on the entire process from the beginning to the end of a “vocational training counselling” by the professional counsellors in charge of counselling job search and training at employment security centers and manpower banks, along with the discussions by researchers and outside professionals on the content’s appropriateness and feasibility.
- 11.4 Are there formal requirements, for example expressed in regulations or legislation, for the education and training qualifications required by information, guidance and counselling staff?
- ◆ Refer to the [Table 5] on types and qualifications of counsellors in the public employment services and manpower banks
- 11.5 Do guidelines exist on information quality standards to help groups such as tertiary institutions, industry associations and individual enterprises produce career information?
- ◆ There are no guidelines on information quality standards available in Korea. However, the study results of national policy research institutes provide details on the system management to ensure accuracy, impartiality and reliability of the registered information on Korea’s employment information site, “Work-net.”³⁶
- 11.6 Please provide details of any professional groups, bodies or associations of information, guidance and counselling services workers in your country.
- Korea Vocational Counselling Association (<http://www.kvoca.org/>)
 - Korea Career Education Association
 - Korea Career Counselling Society

³⁵ Lee, “Vocational Training Counsellor’s Manual.”

³⁶ Lee, “Vocational Training Counsellor’s Manual.”

11.7 Please describe any ways in which career information, guidance and counselling professionals are involved in the development of policy: for example through formal roles for professional associations; or through providing feedback to service providers.

◆ National Policy Research Institute applies the following three methods in coming up with their policy measures. First is surveys or interviews to gather opinions and demands of the field personnel-in-charge; second is conferences with policy legislators to analyze the government's present policies; and the third method is the provision of policy measures and the gathering of feedbacks to reduce the gap between field practice and the policy. For this process, professional counsellors at employment security centers and manpower banks, personnel-in charge, officials-in-charge of policies in the Ministry of Labor and the Ministry of Education and Human Resources, and academic scholars of related fields are the key participants.

◆ However, there still remain large gaps between the study results and policy enforcements. Therefore, more involvements in policy evaluation concerning information, guidance and counselling services are required for the post-evaluations to actually lead to improvements in government policies.

12. THE EVIDENCE BASE

Here we wish to know about the ways in which the delivery of information, guidance and counselling services is evaluated and supported by data and research evidence. In answering this section please refer in particular to national evidence where this is available, rather than to studies conducted in other countries.

12.1 What information is available about the extent to which information, guidance and counselling services are used? What is known about differences in levels of use and access as a function of factors such as: socio-economic status or family background; geographical location; gender; age; educational level; and levels of disadvantage? Do regular national statistical collections monitor access? Have access and usage levels changed over time?

◆ Generally, there is some difference in service demands according to the user's socio-economic status, family background, geographical location, gender, age and educational level. For example, school students demand services concerning information on further education and on employment. They also need guidance and counselling services to choose the right career using such information. On the other hand, adult individuals preparing for job placement and career transition want detailed company information, such as information on various qualifications required for successful job placement or career transition, vocational training information and a company's growth prospect. Also, the unemployed need psychological counselling to recover

confidence. Meanwhile, those who have to support a family give priority to information on occupations with the higher probability of successful job placement; therefore, information, guidance and counselling service on “job adjustment” is demanded. As for the disabled, they demand information and services concerning the company’s facility for the disabled and the prospective occupations where the disabled can work.

- Work-net’s number of visitors: 692 thousand visits in a month (June, 2001)
- CareerNet’s number of visitors: 34 thousand visits in a month (June, 2001)

[Table 11] Employment security information networks and the number of visitors

	Unique visitor	Page view	Link
Worknet	692	46,798	http://www.work.go.kr
Incruit	684	23,637	http://www.incruit.com
Jobkorea	530	43,954	http://www.jobkorea.co.kr
Scout	501	22,391	http://www.joblink.co.kr
Joblink	455	24,611	http://www.joblink.co.kr
Recruit	268	6,486	http://www.lrecruit.co.kr
Humanpia	237	7,325	http://www.humanpia.com
Todayarbit	213	7,414	http://www.todayarbit.co.kr
Hellojob	210	3,411	http://www.hellojob.net
Arbi	177	13,339	http://www.arbi.co.kr

Source: Chon Soo Park, “The Present and the Future of Employment Security Information Networks,” Occupation and Human Resources Development, 4(5), (2001) 20-24.

- ◆ Organizations using employment information system (Intranet of Work-net) at present (August, 2001)

[Table 12] The present employment security information network

Classification	Number of users	Number of organizations
Regional labor office	556	47
Employment service center	2,340	169
Daily job search center	64	16
Manpower bank	96	7
Human Resources Development Service	156	25
Worker’s welfare service	47	47
Provincial office	1,363	270
Public labor establishment	1,099	23
Others	58	42
Total	5,779	646

Source: Park, “The Present and the Future” 20-24.

- ◆ The key visitors of KRIVET's Career Development Center consist of 56.7% students, 15.8% parents and 27.5% adults(teachers included).
- ◆ Those who receive cyber counselling on CareerNet consist of 44.0% students, 23.9% teachers, 2.1% parents, 11.9% adults, 11.9% job seekers and 7.2% women.
- ◆ There are also different services available for the disabled according to the type(physical/ brain affliction/ visual/ hearing/ speaking/ mental retardation/ mental disorder/ kidney trouble/ heart trouble) and degree (mild case/ severe case) of the disability.³⁷

12.2 How is the level of community need and demand for information, guidance and counselling services established (for example by use of surveys, rates of service usage, waiting lists)? What is known about the expectations that clients have of services?

- ◆ Mostly, the level of community need and demand for the services is established through group surveys, interviews and field inspections conducted in the research projects of national policy research institutes.
- ◆ In 1998, Korea Employment Promotion Agency for the Disabled conducted a survey on service satisfaction to the job seekers, and plans to offer client-oriented services by conducting such periodical satisfaction surveys in the future.

12.3 What criteria are normally used to judge the benefits or outcomes of information, guidance and counselling services?

- ◆ There is no standardized evaluation criteria; however, the "employment rate" of each employment service center and manpower bank and the "usage rate and CareerNet's visiting rate" of KRIVET's Career Development Center are sometimes used as quantitative standards in judging the outcome of services. Still, it has its limit as an evaluation standard since it lacks qualitative feedback, which leads to service improvement.
- ◆ Korea Employment Promotion Agency for the Disabled uses job placement outcomes and service satisfaction surveys as reference.

12.4 Please provide details of any recent (last five years) studies that have been conducted of:
There is no related study available in Korea.

³⁷ Survey on the conditions of the disabled workers in 2000 (Korea Employment Promotion Agency for the Disabled).

12.5 Please provide details of any recent (last five years) initiatives or pilot projects that have been designed to provide insight into: the impact of careers services on individuals' career choices; the ability to use career information; the impact of services upon employers; the impact of services upon the development of a learning society.

◆ The recent projects concerning the question basically indicate on-spot problems and present examples of parts that need revision in order to effectively deliver information, guidance and counselling services and to come up with policy measures.

◆ “The analysis on the unemployed person’s employment process after taking vocational training (Lee, Ji Yeon, and et al., 2000)” examines the effectiveness of information, guidance and counselling services by categorizing the targets – those who succeeded in employment after taking vocational training - into the employed and the unemployed at the time of the job interview. The study indicates that most vocational training curriculums recruit trainees in the order of arrival without any regards to the trainee’s experience, aptitude, age and ability despite the regulation in the Article 13 of the provisions for conducting vocational training to the unemployed, which results in negative outcomes for both the trainees and the training institutions.

◆ According to the “Study on the visits to public employment service and inconveniences experienced during the visits (Lee, Ji Yeon, and et al., 2000),” 78.75% of the total responded that they have never visited a public employment service. Those who have visited indicated “lack of job information” and “lack of useful information vital to me” as inconveniences experienced during their visits.

◆ Recently, “The study on job matching and career counselling in public employment services in Korea and its effectiveness (Jang, Hong Keun, Labor Market Evaluation Center of Korea Labor Research Institute, 2000.)” indicates as its effectiveness the improvement in labor market share and quantitative outcomes due to the expansion of public employment service since the mass unemployment crisis of 1997. However, it also reports that job matching and career counselling remain wanting in qualitative respect due to counsellor’s overload of work, insufficient manpower, lack of information concerning counselling and job matching and lack of high quality jobs.

12.6 Do any national research centres specialise in career information, guidance and counselling services? Do they specialise in evaluative and policy studies: or do they mainly focus upon guidance techniques and methods?

- ◆ A national research center specializing in career information, guidance and counselling services is the Career Development Center of KRIVET. The center was established in 1999 financed by the Ministry of Education and Human Resources and provides specialized service in career information, guidance and counselling.
 - ◆ Career Development Center is in charge of developing and distributing guidance and counselling programs; collecting, producing and distributing career-related information; conducting career-related tests and career counselling; advising to schools and related institutions; and providing workshops to guidance-related specialists. That is, the center specializes in both the research duties as well as guidance and counselling duties.
 - ◆ Although the center conducts studies on policies related to information, guidance and counselling services, it has no function of conducting strict policy evaluations, making post-evaluations of service and improving the efficiency of budget performance.
- 12.7 How useful have governments found the work of research centres in developing policy for information, guidance and counselling services?
- ◆ National policy research projects and policy studies by national policy research institutes, such as KRIVET, Korea Labor Research Institute and Korea Educational Development Institute, are reflected in the policies of the Ministry of Labor and the Ministry of Education and Human Resources. However, only few research results actually influence policy directions. On the contrary, it is more likely that the government policies will decide the research objects.
- 12.8 Have governments taken steps to increase the evidence base for information, guidance and counselling services through support for relevant research centres? Has such support been on the basis of individual commissioned studies, or are more on-going forms of support used?
- ◆ National policy research institutes plan, prepare and conduct national policy projects concerning information, guidance and counselling services. KRIVET conducted a research on “The Organization and Management of Career Development Center” in 1999 and its “Plan for the Establishment and Management of Pilot Career Development Center in 1999” was approved by the Ministry of Education and Human Resources. Then, the pilot center opened in August of 1999, and the general career information network, CareerNet was opened in December of that year. KRIVET presented 5-year project plan for the Career Development Center, and began to received project fund from the Ministry of Education and Human Resources.
 - ◆ The Korean government supports not only the government-contributed research institutes but also individual commissioned studies. Also, Commission on Education & Human Resource

Policy was formed to collect opinions of specialists in various fields and to present the objective of human resources development on a national level. In the area of career guidance, the head of the Career Development Center presented “Career Guidance Policy Measures to Support Smooth School-to-Work Transition.”

ANNEX

<Annex Q1-1> Career Information, Guidance and Counselling Service Providers

Government

Ministry of Education and Human Resources Development (<http://www.moe.go.kr>)

Central Government Building

77 Sejong-ro, Chongro-ku

Seoul, Korea 110-760

Tel. 82-2-720-3314

Ministry of Labor (<http://www.molab.go.kr>)

Gwachon Unified Government Building

1 Jungang-dong

Gwachon, Kyonggi-do, Korea 427-760

Tel. 82-2-503-7171

Ministry of Culture and Tourism (<http://www.mct.go.kr>)

82-1 Sejong-ro, Chongro-gu

Seoul, Korea 110-703

Tel. 82-2-3704-9114

Small and Medium Business Administration (<http://www.smba.go.kr>)

920 Dunsan-dong, Seo-gu

Daejeon, Korea 302-120

Tel. 82-42-481-4352 / Fax. 82-42-472-3261

Ministry of Gender Equality (<http://www.moge.go.kr>)

520-3 Banpo-dong, Seocho-gu

Seoul, Korea 137-756

Tel. 82-2-2016-5000 / Fax. 82-2-2106-5145

Ministry of Agriculture and Forestry (<http://www.maf.go.kr>)

Gwachon Unified Government Building

1 Jungang-dong

Gwachon, Kyonggi-do, Korea 427-760

Tel. 82-2-500-2636 / Fax. 82-2-503-7217

Public Institutions

Human Resources Development Service of Korea (<http://www.hrdkorea.or.kr>)

370-4 Gongduk-dong, Mapo-gu

Seoul, Korea 121-757

Tel. 82-2-3271-9040 / Fax. 82-2-712-0249

Korean Research Institute for Vocational Education and Training (<http://www.krivet.re.kr>)

15-1 Chongdam 2 dong, Kangnam-gu
Seoul, Korea 135-949
Tel. 82-2-3485-5000 / Fax. 82-2-3485-5200

Korea Labor Institute (<http://www.kli.re.kr>)

KFSB Building 9F
16-2 Youido-dong, Yongdungpo-gu
Seoul, Korea 150-010
Tel. 82-2-782-0141 / Fax. 82-2-782-0311

Employer Organizations

Korea Employers Federation (<http://www.kef.or.kr>)

276-1 Daehung-dong, Mapo-gu
Seoul, Korea
Tel. 82-2-3270-7300

Federation of Korean Industries (<http://www.korbiz.or.kr>)

Tel. 82-2-3771-0114

Trade Unions

Federation of Korean Trade Unions (<http://www.fktu.or.kr>)

35 Youido-dong, Yongdungpo-gu
Seoul, Korea
Tel. 82-2-782-3884

Korean Federation of Trade Unions (<http://www.nodong.org>)

Dae Young Building 5F
139 Youido-dong 2 ga, Yongdungpo-gu
Seoul, Korea
Tel. 82-2-2635-1133

Internet Sites

Work-net <http://www.work.go.kr>

CareerNet <http://careernet.krivet.re.kr>

<Annex Q1-1 Table 1> Career Information, Guidance and Counselling Structures in the Ministry of Labor

Ministry of Labor		Duty
Employment Policy Office	Employment Policy Division	<ol style="list-style-type: none"> 1. Employment policy duty <ol style="list-style-type: none"> a. Establishment and implementation of basic plans for employment policy b. Research and improvement on employment policy c. Summarization and adjustment of policy on employment and job security d. Organization of employment security institutions 2. Employment security duty <ol style="list-style-type: none"> a. Establishment, collection and adjustment of measures against unemployment and lack of manpower b. Appointment of target occupations and regions for employment adjustment aid c. Amendment of the Basic Employment Policy Act d. International cooperation in the area of employment security e. Matters not overlapping with other divisions of this office
Employment Policy Office	Employment Policy Division	<ol style="list-style-type: none"> 3. Manpower supply and demand duty <ol style="list-style-type: none"> a. Preparation of the labor force supply and demand trend b. Measures for labor force transfer among nations c. Measures for foreign laborers employed in Korea d. Establishment, collection and adjustment of support policies for acquiring labor force for the small and medium business 4. Employment promotion duty <ol style="list-style-type: none"> a. Establishment and implementation of plans for employment promotion training project b. Establishment and implementation of plans for supporting employment promotion facilities c. Adjustment, guidance and supervision of training in cities and provinces d. Establishment of employment promotion measures for specific classes such as youths and university graduate
Employment Policy Office	Employment Management Division	<ol style="list-style-type: none"> 1. Plan duty <ol style="list-style-type: none"> a. Enactment and amendment of employment security regulations b. Establishment and adjustment of the labor market management policy c. Research on the labor force dispatch system d. Matters not overlapping with other duties within the division 2. Management duty <ol style="list-style-type: none"> a. Matters concerning job introduction, such as seeking for help/work and job placement b. Guidance of employment management of businesses, guidance of jobs and research on occupations
Ministry of Labor		Duty

(Table continued)

Employment Policy Office	Employment Management Division	<ul style="list-style-type: none"> c. Establishment and guidance of basic plans regarding collecting and providing employment information d. Guidance and supervision of job introduction duties of private and public employment security institutions e. Establishment and administration of manpower banks 3. Guidance duties <ul style="list-style-type: none"> a. Guidance and supervision of employment information service projects b. Guidance and supervision of charged/free job search businesses in Korea c. Licensing, guidance and supervision of overseas job search business d. Guidance and supervision of domestic labor force supply project e. Licensing, guidance and supervision of overseas labor force supply project f. Establishment of order in employing and recruiting workers g. Recruitment and transfer of workers abroad h. Matters concerning projects to comfort overseas workers 4. Establishment and implementation of basic plans for formation of employment service network⁽
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Employment Policy Office	Division for the Employment of the Disabled	<ul style="list-style-type: none"> 1. Management duty <ul style="list-style-type: none"> a. Establishment of policies for the employment promotion of the disabled b. Operation of Employment Promotion Committee of the Disabled c. Management and operation of the Disabled Employment Promotion Fund d. Guidance and supervision of Korea Employment Promotion Agency for the Disabled e. Establishment and implementation of education and training plans regarding the employment of the disabled f. Collection of the disabled employment levy g. Guidance and supervision of awarding subsidies and incentives for the employment of the disabled h. Support programs for the employers and the disabled i. Other duties concerning employment promotion of the disabled j. Matters not overlapping with other duties within the division
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Ministry of Labor	Duty
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(Table continued)

(Table continued)

Employment Policy Office	Division for the Employment of the Disabled	<ol style="list-style-type: none"> 2. Standard duty <ol style="list-style-type: none"> a. Enactment and amendment of regulations related to the employment promotion of the disabled b. Establishment and proclamation of various standards regarding the employment promotion of the disabled c. Appointment of employment training institutions for the disabled and support to vocational rehabilitation institutions and organizations d. Guidance of vocational and adjustment training for the disabled e. Research on vocational rehabilitation of the disabled 3. Guidance duty <ol style="list-style-type: none"> a. Establishment and implementation of employment plans of the disabled b. Guidance of implementation of the system for compulsory employment of the disabled c. Provision of job information for the disabled and counselling guidance d. Provision of financial aid to the employers of the disabled and guidance of employment management e. Guidance of vocational counsellors for the disabled f. Report of the dismissal of disabled workers and follow-up guidance g. Other guidance and civil appeals related to the employment of the disabled h. Establishment and implementation of policies to support and promote the employment of the aged i. Guidance of the implementation of the standard employment ratio for the aged j. Matters concerning support and promotion of employment of other inactive manpower
Employment Policy Office	Unemployment Taskforce	<ol style="list-style-type: none"> 1. Supervision of the promotion of countermeasures against unemployment <ol style="list-style-type: none"> a. Analysis and overall management of the promotion of countermeasures against unemployment b. Countermeasures against unemployment by characteristic, such as youth unemployment c. Matters concerning the Committee for Promoting Measures against Unemployment and other committees in charge d. Holding meetings to examine the overall unemployment situation e. Government financed intern programs

Ministry of Labor		Duty
Employment Policy Office	Unemployment Taskforce	<ol style="list-style-type: none"> f. Loan programs for the unemployed g. Monitoring measures against unemployment h. People's proposal of measure against unemployment

(Table continued)

		<ul style="list-style-type: none"> i. Daily report of the unemployment situation j. Publishing white paper on measures against unemployment k. Matters concerning National Movement to Overcome Unemployment <ul style="list-style-type: none"> 2. Establishment and management of plans for public labor program <ul style="list-style-type: none"> a. Establishment of system for public labor management b. Improvement of public labor policy 3. Systematic management of the unemployed <ul style="list-style-type: none"> a. Establishment and operation of database on the unemployed b. Profiling of the unemployed 4. Supervision of public labor, public service and business start-up under the National Basic Livelihood Security Act
Employment Policy Office	High Academic Background Task Team	<ul style="list-style-type: none"> 1. <i>Government Financed Intern Program for University Graduates</i> <ul style="list-style-type: none"> a. Establishment of intern program for university graduates b. graduates c. Enactment and amendment of guidelines for implementing intern program for university graduates 2. Employment Support for High School Graduates <ul style="list-style-type: none"> a. Establishment of employment support program for high school graduates b. Enactment and amendment of guidelines for implementing employment support program for high school graduates
Women Worker's Bureau	Women Workers' Employment Support Division	<ul style="list-style-type: none"> 1. Policy Duty <ul style="list-style-type: none"> a. Development of major policies regarding the support of working women and youths b. Protection of maternity of working women, and research on maternity leave-related systems c. Research on women's employment support system such as family care leave d. Research on and development of social system to divide the expense of protecting maternity of working women 2. Support Duty <ul style="list-style-type: none"> a. Establishment and operation of "House of Working Women" b. Establishment and operation of daycare facilities at workplace c. Education, counselling and employment support for working women d. Research on policies regarding the support and promotion of women's economic activities e. Those not overlapping with other duties within the division

Ministry of Labor	Duty
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Women Worker's Bureau	Women Workers' Employment Support Division	<p>3. Guidance Duty</p> <p>a. Guidance and supervision of matters stipulated in Chapter 5 of Labor Standards Act</p> <p>b. Establishment of measures for working youths</p> <p>c. Protection and improvement of working conditions for working youths</p> <p>d. Operation and guidance of clubhouses for working youths</p>
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Resource: Ministry of Labor's homepage (<http://www.molab.go.kr>)

<Annex Q1-1 Table 2> Career Information, Guidance and Counselling Structures in Korea

Research Institute for Vocational Education and Training (KRIVET)

KRIVET	Duty
Career Development Center	<ul style="list-style-type: none"> - researches on careers and occupations. - Production and delivery of various career information. - Matters concerning career education and employment security. - Development and delivery of career related test instruments. - Research, development and delivery of career guidance programs - Matters concerning career development and fostering professionalism - Career counseling - Various matters concerning other career information and employment security support information
Department of Human Resources Development	<ul style="list-style-type: none"> - Matters concerning index on human resources development and management on a national level - Matters concerning database on human resources development and management on a national level - Matters concerning information on support for lifelong vocational education and vocational competency development policy
	<ul style="list-style-type: none"> - Analysis of information on the labor market and employment promotion - Provision of human resources development information for the government and the people - Matters concerning the center's information network - Various matters concerning other human resources information

Resource: Korea Research Institute for Vocational Education and Training's homepage(<http://www.krivet.re.kr>)

<Annex Q1-1 Table 3> Career Information, Guidance and Counselling Structures in Korea

Labor Institute

Korea Labor Institute	Duty
Labor Trend Analysis Office	Provision of basic data to establish reasonable labor market policy through a systematic analysis and forecast of the labor market trend and the labor-management relationship trend in Korea as well as abroad
Employment Research Center	<p>Contribution to the establishment and expansion of the Employment Insurance System (EIS) through extensive researches on the EIS and the labor market</p> <p>- Monitoring and evaluating employment policies</p>
Labor Market Evaluation Center	Increasing the efficiency of unemployment measures by making plans and proposing new policy measures through consistent and systematic monitoring and evaluation of unemployment measures by industry and by region

Resource: Korea Labor Institute's homepage (<http://www.kli.re.kr>)

<Annex Q1-1 Table 4> Career Information, Guidance and Counselling Structures in Human Resources Development Service of Korea

Human Resources Development Service of Korea		Duty
Employment Promotion Bureau	<p>Employment Management Division</p> <p>Employment Development Division</p> <p>Overseas Employment Team</p>	<ul style="list-style-type: none"> - Establishment and adjustment of the employment promotion programs - Introduction of domestic and overseas jobs, employment guidance and provision of employment information - Short-term adjustment training to promote the employment of women and the aged - Scouting and utilizing various occupations
(Affiliated) Work Information Center	<p>Work Information Office</p> <p>Trend Analysis Team</p> <p>Career Research Team</p> <p>Career Guidance Team</p> <p>Management Team</p> <p>Work IT Office</p> <p>Work IT Team</p> <p>Employment Insurance IT Team</p> <p>IT Management Team</p>	<ul style="list-style-type: none"> - Matters concerning the employment trend analysis by occupation, information on employment outlook by industry and occupation, and the establishment of a youth panel - Publication of Job Future and Job Dictionary, development of duty analysis method, and establishment of Korean work information system - Development and delivery of career counselling methods and psychological test instruments - Development, management and operation of the computerized system of work information (job search, vocational training, rehabilitation, profiling of the unemployed, public labor) and employment insurance (work place, levy, insured person, unemployment pay, subsidy)
Human Resources Development Service of Korea		Duty

(Table continued)

(Affiliated) Human Resourced Development Center	Competence Development Support Office Training Team 1 Training Team 2 Management Team Research Analysis Office Research Analysis Team Standard Team Teaching Material Team Media Team	<ul style="list-style-type: none"> - Development and operation of upgrade training - Development and adjustment of education and training standards - Development, publication and distribution of vocational competency development training materials - Development and distribution of visual and hearing aids
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Resource: Human Resources Development Service of Korea's homepage (<http://www.hrdkorea.or.kr>)

<Annex Q1-1 Table 5> Career Information, Guidance and Counselling Structures in Work Information Center

Work Information Center		Duty
Work Information Department	Trend Analysis Team	<ol style="list-style-type: none"> 1. Analysis on employment trend and labor market, trend analysis on employment insurance and publication of related materials <ol style="list-style-type: none"> a. Korean Employment Trend (quarterly), Job Search and Employment Trend Magazine (monthly) b. Employment trend analysis and employment insurance statistics (monthly/ annually) 2. Forecast of long-term manpower demand by industry and occupation; development of long-term forecasting methods 3. Provision of information regarding employment prospect and employment conditions (wage, employment type, etc) by industry and occupation 4. Development and management of contents to provide work information 5. Matters concerning service improvement of employment security institutions such as Employment Promotion Center and Job Information Center 6. Analysis and survey of employment management conditions
Work Information Department	Career Research Team	<ol style="list-style-type: none"> 1. Development and delivery of researches on duty analysis methods 2. Career research; matters concerning the publication of Korean Job Future and Job Dictionary 3. Production and provision of general work information including training, qualification and education; publication of information on training, qualification and major
Work Information Center		Duty

(Table continued)

(Table continued)

		<ol style="list-style-type: none"> 4. Development and distribution of work information for youths and the vulnerable class (job search guide, prospective occupation, etc.) 5. Establishment of the Occupation Information System (KOIS) 6. Correction and supplementation of job search occupation codes 7. Development and delivery of work information concerning job contents and professionalism
Work Information Department	Career Guidance Team	<ol style="list-style-type: none"> 1. Development and delivery of career counselling methods such as achievement programs 2. Development and delivery of career guidance methods for long/short-term unemployment 3. Development and delivery of career guidance methods by job seeking class 4. Production of career counselling guidebooks and videos on occupational world 5. Development of various career counselling materials 6. Development and delivery of psychological test methods for the adults and youths. 7. Research on restandardization of the existing psychological tests 8. Research on psychological characteristics of the unemployed and the job seekers 9. Survey on the foreign career psychological test systems and its present conditions
Employment IT Department	Employment IT Team	<ol style="list-style-type: none"> 1. Establishment and evaluation of IT projects within the center 2. Development and management of employment information system <ol style="list-style-type: none"> a. Development and management of job search programs b. Development and management of internet programs c. Development and management of rehabilitation support programs d. Development and management of automatic input system e. Development and management of vocational training programs f. Development and management of an integrated system of information on the unemployed g. Development and management of public labor programs h. Development and management of profiling programs for the unemployed i. Development and management of employment trend data warehouse program 3. Development and management of employment policy decision making system for the Employment IT Matters concerning the management of work information related service projects Department
Work Information Center		Duty

(Table continued)

<p>Employment IT Department</p>	<p>Employment Insurance IT Team</p>	<p>1. Development and management of the Employment Insurance System</p> <ol style="list-style-type: none"> a. Development and management of programs for workplaces covered by employment insurance b. Development and management of employment insurance levy program c. Development and management of programs for the insured d. Development and management of the unemployment pay program covered by employment insurance e. Development and management of the employment insurance subsidy program f. Development and management of the employment insurance fund/ firm banking program g. Development and management of employment insurance data warehouse program h. Development and management of the all-round employment insurance statistics program i. Development and management of other employment insurance related programs <p>Matters concerning the management of employment insurance related service projects</p>
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Resource: Work Information Center's homepage (<http://www.work.go.kr>)

**<Annex Q1-1 Table 6> Career Information, Guidance and Counselling Structures in Korea
Employment Promotion Agency for the Disabled (KEPAD)**

KEPAD		Duty
<p>Employment Support Bureau</p>	<p><i>Employment Support Department</i> Information Management Department</p>	<ol style="list-style-type: none"> 1. <i>Financial support and loans for the employer</i> 2. Provision of subsidies for employing the disabled 3. Technological guidance and support for the employer 4. Management of the Welfare Agency for the Disabled 5. Support of management cost for employing the disabled 6. Support of job placement cost to disability-relevant organizations 7. Matters concerning loans for business start-up for people with disabilities 8. Matters concerning loan system for workers with disabilities 9. Refund and management of the Employment Promotion Fund for the disabled 10. Support and management of the establishment of a standard workplace
<p>KEPAD</p>		<p>Duty</p>

		11. Various matters concerning 연계고용제 12. Establishment and adjustment of plans concerning information and IT duties 13. Computer database operation and program development 14. Collection and management of employment information statistics 15. Establishment and operation of the employment IT network 16. Construction of information network between KEPAD and vocational rehabilitation institutions and organizations
Employment Development Institute		1. Provision of counselling, evaluation, job search and skill training services 2. Standardization of evaluation tools; development and delivery of counselling methods, educational aid materials and teaching methods 3. Training of specialized manpower who give assistance to the employment of the disabled 4. Establishment of employment policies; improvement of employment environment; development and delivery of working aid tools

Resource: homepage of Korea Employment Promotion Agency for the Disabled (<http://www.kepad.or.kr>)

<Annex Q2-5> Work-net homepage (<http://www.work.go.kr>)



<Annex Q2-5> CareerNet homepage (<http://www.careernet.re.kr>)



<Annex Q3-1> Enforcement Decree of the Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act (the Act wholly revised on July 1, 2000 by Presidential Decree No. 16889)

Article 9 (Job guidance)

(1) The Minister of Labor, and the Minister of Health and Welfare shall, in a bid to enable the disabled to find jobs suitable for their capability, provide job guidance services by implementing job counseling, job aptitude test, and vocational competency evaluation, and by offering job information.

(2) The Minister of Labor, and the Minister of Health and Welfare shall, to help the disabled to manage working life suitable for their capability, make efforts to develop jobs suitable for the disabled.

(3) The Minister of Labor, and the Minister of Health and Welfare may entrust, when they believe that the job guidance service pursuant to paragraph (1) requires specialized knowledge and skills, the service to related specialized institutions such as the rehabilitation program implementation institutions, and pay the expenses.

(4) The Minister of Labor, and the Minister of Health and Welfare may provide a loan or subsidy to persons who intend to carry out job guidance services for the required expenses.

(5) Necessary matters on payment of expenses, criteria of loan and subsidy pursuant to paragraphs 3 and 4 shall be determined by the Presidential Decree.

Article 10 (Job Adaptation Training)

(1) The Minister of Labor, and the Minister of Health and Welfare may implement job adaptation training for the disabled to help them adapt to job environments, when the Ministers deem it necessary to enable the disabled to manage working life suitable for their future aspiration, aptitude, and capability.

(2) The Minister of Labor, and the Minister of Health and Welfare may determine, when they deem it necessary to effectively carry out the job adaptation training pursuant to paragraph (1), the training standards.

(3) The Minister of Labor, and the Minister of Health and Welfare may provide a loan or subsidy to persons who intend to establish and operate job adaptation training facility or the training courses to develop and enhance vocational competency of the disabled for the expenses(including training expenses) involved.

(4) The Minister of Labor, and the Minister of Health and Welfare may subsidize the disabled for their training allowance when they take job adaptation training at the job adaptation training facilities.

(5) Necessary matters on the criteria of loan and subsidy, and criteria for training allowance payment pursuant to paragraphs 3 and 4 shall be determined by the Presidential Decree.

Article 11 (Vocational Competency Development Training)

(1) The Minister of Labor shall carry out vocational competency development training to enable the disabled to manage working life suitable for their future aspiration, aptitude, and capability.

(2) The Minister of Labor may provide a loan or subsidy for the necessary expenses(including training expenses) to persons who intend to establish and operate vocational competency development training facility or training courses to develop and enhance vocational competency of the disabled.

(3) The Minister of Labor may subsidize the disabled for their training allowance when they take vocational competency development training at the vocational competency development training facilities.

(4) Necessary matters on criteria of loan and subsidy, and criteria for training allowance payment pursuant to paragraphs 2 and 3 shall be determined by the Presidential Decree.

Article 12 (Supported Employment)

(1) The Minister of Labor, and the Minister of Health and Welfare shall provide a supported employment and the necessary support for the severely disabled so that they are made able to work in workplaces whose work is difficult to be carried out by the disabled.

(2) Necessary matters on the contents and criteria, etc., of the support pursuant to paragraph (1) shall be determined by the Presidential Decree.

Article 13(Sheltered Employment)

The national and local governments shall provide a specific working environment for the disabled having difficulty working in normal working conditions, and provide a sheltered employment to enable the disabled to work in the specific working environment.

Article 14 (Job Placement, etc.)

(1) The Minister of Labor shall provide the disabled with suitable jobs in consideration of their future aspirations, aptitude, capability, and type of jobs based on job information.

(2) The Minister of Labor shall seek measures to promote employment of the disabled in a bid to facilitate their self-support through working life.

(3) The Minister of Labor may entrust, when it is necessary to do so in carrying out job placement and employment promotion services, part of the service to related specialized institutions such as rehabilitation program implementation institutions, and pay the expenses.

(4) The Minister of Labor may provide a loan or subsidy for the expenses(including subsidy for job placement) required to persons who intend to establish and operate job placement facilities.

(5) Necessary matters on payment of expenses, and criteria for loan and subsidy pursuant to paragraphs (3) and (4) shall be determined by the Presidential Decree.

Article 15 (Linkages between Job Placement Services, etc.)

(1) The Minister of Labor shall promote effective linkage between rehabilitation program implementation institutions through exchange of their information on job seekers and job providers and the disabled workers to expand job opportunities of the disabled, and seek measures to establish electronic job placement network for the integrated services by the Korea Employment Promotion Agency for the Disabled pursuant to Article 36.

(2) The Minister of Labor shall seek linkage with the employment security services pursuant to subparagraph 1 of Article 4 of the Employment Security Act when taking measures such as establishment of electronic job placement network pursuant to paragraph (1).

<Annex Q3-3> Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act (the Act wholly revised on Jan. 12, 2000 by Act No. 6166)

Article 59 (Establishment of Fund for Employment Promotion and Vocational Rehabilitation of the Disabled)

The Minister of Labor shall establish the fund(hereinafter referred to as the “ Fund”) for employment promotion and vocational rehabilitation of the disabled, to carry out businesses for employment promotion and vocational rehabilitation of the disabled such as operation of the Agency, payment of the subsidy for hiring the disabled.

Article 60 (Resources of the Fund)

(1) The Fund shall obtain its resources as enumerated in each following subparagraph.

1. Contributions or donations from the Government or non-government persons
2. Liability, additional liability and liability arrears pursuant to Articles 27 and 28
3. Profits generated from operation of the Fund and other income of the Agency
4. Borrowings pursuant to Article 50

(2) The Government shall calculate the contribution amount pursuant to subparagraph 1 of paragraph (1) and reflect it in its annual expenditures for every fiscal year,

Article 61 (Use of the Fund)

The Fund shall be used to pay for expenses provided in each following subparagraph.

1. Expenses needed to carry out the business of the Agency;
2. Subsidy for hiring the disabled pursuant to Article 26;
3. Expenses needed for investigation and research on employment promotion and vocational rehabilitation policy of the disabled;
4. Provision of loan and subsidy for expenses needed for job guidance, job adaptation training, vocational competency development training, job placement, or establishment and repair of facilities and equipment for the employment of disabled;
5. Provision of loan and subsidy for the necessary expenses to persons who carry out job guidance, job placement, post-employment adaptation guidance;
6. Training costs and allowances for those who carry out job adaptation training and vocational competency development training for the disabled and the disabled themselves.
7. Loan to self-employed disabled for their start-up funds and loan to disabled workers for their stable working life;
8. Expenses needed to place consultants for the working life of the disabled by employers;
9. Other expenses required for the businesses determined by the Presidential Decree for employment promotion and vocational rehabilitation of the disabled, and expenses accessory for implementation of works of subparagraphs 1 to 8.

<Annex Q4-7> Kyonggi Women's Development Center(<http://www.womenpro.kyonggi.kr>)



<Annex Q5-1> Relevant Acts and Institutions according to Target Groups

Target Groups		Service Support	Relevant Act	Relevant Institution
Regular students	Elementary, junior high and high school	Student counselling center General counselling center for youths in cities/provinces	Elementary and Secondary Education Act	Ministry of Education (elementary school, junior high school, high school), Provincial offices of education, Seoul Education and Science Research Institute, Korea Youth Counselling Institute
	College	Job search support center Student guidance center	Higher Education Act	Technical college, university

(Table continued)

Target Groups	Service Support	Relevant Act	Relevant Institution
The unemployed	Technical college, polytechnic college vocational training institution, college, private institution, employment promotion center, job search information center	Higher Education Act	University Administrative Affairs Division of the Ministry of Education, Unemployment Task Force of the Ministry of Labor
Women	Women's Welfare Counselling Center, Women's Resources Development Center	Vocational Training Promotion Act	Women Workers' Employment Support Division of the Ministry of Labor, Ministry of Gender Equality
The disabled	Special schools, Vocational rehabilitation service, Job placement for the disabled, Vocational training for the disabled	Promotion of Employment and Vocational Rehabilitation of Disabled Persons Act Vocational Training Promotion Act Vocational Education and Training Promotion Act	Division for the Employment of the Disabled of the Ministry of Labor, Korea Employment Promotion Agency for the Disabled, Korean Society for Rehabilitation of the Disabled
The middle aged and the aged	Work Information Center for the Aged	Vocational Training Promotion Act The Aged Employment Promotion Act	
Youths who do not advance to higher education	Youth Center Alternative schools Manpower banks	Vocational Training Promotion Act	
Rehabilitation Target		Vocational Training Promotion Act Vocational Education and Training Promotion Act	
General workers	Counselling centers within the industry	Employment Security Act Basic Employment Policy Act	Employment Promotion Bureau of Human Resources Development Service of Korea Work Information Center Human Resources Development Center

<Annex Q5-3> Korea Rehabilitation Network (<http://www.kgsrd.org>)



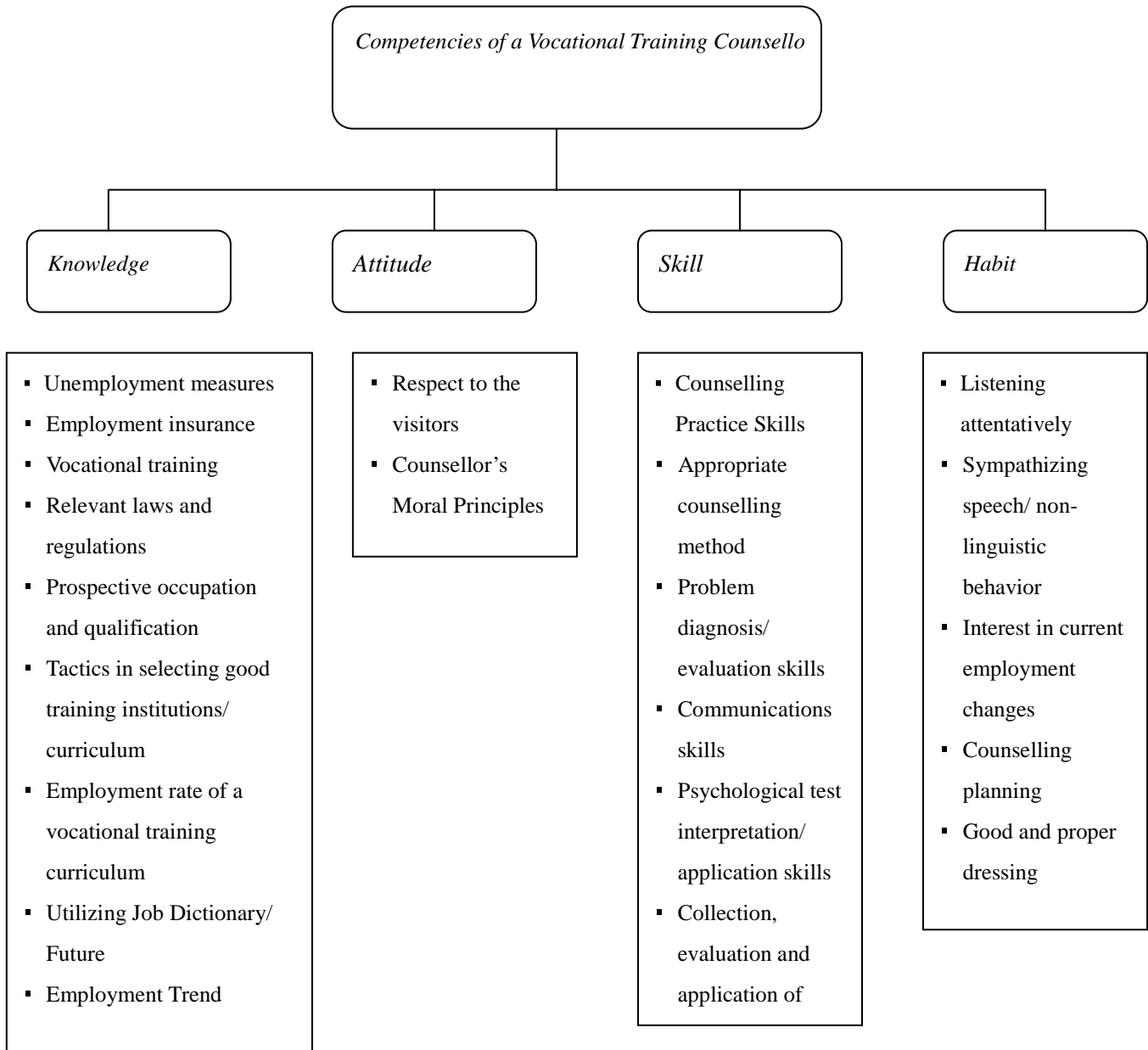
<Annex Q7-4> Cyber Career Exploration Exposition homepage

(<http://www.cyberexpo.or.kr>)



<Annex Q11-3> Competency Model of Vocational Training Counsellor

Resource: Vocational Training Counsellors' Manual. Research material 01-1 (Lee, Ji-Yeon, KRIVET, 2001).



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